UNIT BLUEPRINT -- Design Units to Expand Understanding

This guide is designed to support planning of units that develop student competence aligned with Common Core Reading and Writing Standards.

Unit Theme:______________________________________________

UbD Stage 1. Desired Results—What long-term transfer goals are targeted?

<table>
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<tr>
<th>BIG Ideas (also called “enduring understandings”)</th>
<th>Essential Questions students will explore</th>
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“What knowledge and skill will students acquire?”

Choose CCSS literacy standards; then list core skills and concepts students will develop.

“What established goals/standards are targeted?”

CCSS Anchor Reading Standards: Choose priorities. Then specify CCSSR standards for your grade level.

Click here to access charts showing the grade-to-grade progression for each standard.

___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.

___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.

___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.

READING SKILLS AND STRATEGIES

Use the boldfaced words in the standard and your assessments of student reading to identify priority skills and strategies. Here are some examples.

__structure of text __infer __summarize __synthesize __symbol/image __prediction
__compare/contrast __sequence __cause-effect __explicit and implicit main idea/theme
__author’s purpose __tone and mood __literary devices __analyze style __plot, setting
__character traits, actions, motives development __interpret poetry __problem and solution
Write to Learn More -- Integrate in Activities; Use to Assess
Anchor Writing Standards you can integrate in activities and use to design a project or an assessment.

Text Types and Purposes
*Click here for CCSS Writing Standards:  K  1  2  3  4  5  6  7  8  9-10  11-12*

___1. Write **arguments** to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

___2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

___3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**UbD Stage 2: Evidence**

**Performance Assessment for the Unit:**
___Make a presentation ___Make a display ___Debate the Issue ___constructed response
___Write a _____________________ ___ _____________________________

**Directions for Unit Performance Assessment Task:**

*Criteria: Specify the criteria based on standards for your grade level.*

*Then create a rubric.*
Making it Happen—Active Learning and Informative Assessments

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

List the most important activities you’ll include—very briefly.

<table>
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<tr>
<th>Main Activities</th>
<th>Learning Style*</th>
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*Check that you have differentiated the kinds of learning—visual, verbal, kinesthetic (if possible), interactive—that you are giving access—“multiple means of action and expression” (Universal Design for Learning).

Check for alignment—
“Are the learning events in Stage 3 aligned with Stage 1 goals and Stage 2 assessments?”

Then sequence them—remember to provide for the development of proximal knowledge (Vygotsky’s idea—you move from where you are to the next level of complexity).
(“How will the unit be sequenced and differentiated to optimize achievement for all learners?”—on the next page put activities in the weeks of the unit.)

Formative Assessment and Feedback
“How will progress be monitored?”
That’s an important UbD question.

The next page includes lists of kinds of formative assessments for each day/week. Each day include “check for understanding”; each week, include a comprehensive assessment of the week’s progress.

Each week and every day, provide specific and timely feedback to students based on criteria represented in the assessment.
Unit Week to-Week Overview

After you plan the unit, identify each week’s components and assessments.

“Teachers are coaches of understanding, not mere purveyors of content or activity. They design for and support meaning-making and transfer by the learner and they adjust to achieve intended results based on constant monitoring.”

<table>
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<tr>
<th>Week</th>
<th>Focus/big question of the week</th>
<th>Vocabulary:</th>
<th>Texts:</th>
<th>Learning Plan</th>
<th>Choose/create formative assessments for daily and weekly checking for understanding</th>
</tr>
</thead>
</table>
| Week 1 | Reading Skill/Strategy — I do, you do, we do: **Skill/Strategy List** | | | | _make glossary  
 дailly learning report  
 weekly summary  
 graphic organizer with analysis  
 illustrate text  
 respond to big question with text-based evidence  
 write ________________  
 ________________ |
| Week 2 | Reading Skill/Strategy — I do, you do, we do: **Skill/Strategy List** | | | | _make glossary  
 daily learning report  
 weekly summary  
 graphic organizer with analysis  
 illustrate text  
 respond to big question with text-based evidence  
 write ________________  
 ________________ |
| Week 3 | Reading Skill/Strategy — I do, you do, we do: **Skill/Strategy List** | | | | _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.
### Powerful Practices

The following practices were identified as correlated with increased learning in a study of the effective instructional programs on the What Works website of I.E.S.

- Graphic Organizers
- Cooperative Learning
- Using short segments of passages to teach vocabulary in context/writing
- Specific Informal Assessment
- Curriculum-Based “probes” to clarify thinking
- Peer Tutoring; Reciprocal Peer Tutoring
- Explicit Timing
- Teacher Think-Alouds
- Using Response Cards during Instruction

Source:

### Teaching Strategies

**Focus Clearly**
- survey students—pre-assess for learning interests and challenges as well as knowledge, skills
- clear directions, posted and explained with examples
- set explicit objectives and criteria

**Develop with Depth**
- ask challenging questions with “think time” (not wait time)
- guide learning strategies—listening, collaboration, note-taking, time management
- model with “mentor” texts and graphic organizers
- incorporate games
- gradual release of responsibility
- students demonstrate student-constructed HOT questions
- students write to clarify and apply what they learn
- emphasize transfer of knowledge and skills

**Assess to Advance**
- use differentiated assessments
- students self-assess
- check for understanding daily
- specific feedback—how to improve or advance
- weekly synthesis

### Diverse Student Activities/Assessments

**verbal**
- write _letter _poem _article _story
- dramatize a story or history
- outline, write, illustrate a topic booklet
- add to a story, poem, song
- make glossary
- write weekly letter home about learning progress and plans
- make up a CRAFT writing plan—content, role, audience, format, what you will tell about the topic.

**auditory**
- draw/write about music
- clap syllables
- listening to learn games

**kinesthetic**
- pantomime to communicate
- “fold-a-books”
- create a collage
- make/build a model

**visual**
- “read” paintings
- illustrate a reading
- create symbols to represent ideas

**constructive synthesis/creative construction**
- invent a game
- create museum-like displays
- design graphic organizers
- make portfolios
- present topics
- debate
- present a lesson to students from another grade
- simulation

Add your strategies.