

Unit-Planning Template

Directions: Teams use this template to backward plan their units of instruction, including specific lessons and assessments.

Unit One: Key Ideas and Details in Informational Texts

WHAT DO WE WANT OUR STUDENTS TO LEARN? ESSENTIAL STANDARD(S)			
Essential Standard(s): RI.MC.6.1 RI.MC.5.1 RI.LCS.6.1	Prior skills or knowledge required: The students must be able to read with purpose and comprehend the content of a nonfiction article.		
	Essential Vocabulary: Inferences/Textual Evidence/Analysis/Central Idea/Facts/Examples/Anecdotes/Visuals/Descriptions/Supporting Details/Summary		
Student-friendly learning targets (I can statements) (Are they knowledge, reasoning, performance or product targets? Think about DOK): <ul style="list-style-type: none"> I can use supporting details and examples to make inferences about the text. I can cite textual evidence to support inferences drawn from the text. I can provide an analysis of the text. I can determine the central idea of a text. I can identify how a central idea is conveyed through particular details (facts, examples, anecdotes, visuals, descriptions). I can identify the differences between different types of supporting details. I can use the central idea and supporting details to summarize a text. I can summarize a text without introducing any of my own opinions or judgements. 			
What learning can we anticipate students will struggle with? It is expected that students will struggle to write an objective summary with relevant details.			
HOW WILL WE KNOW IF THEY HAVE LEARNED IT? ASSESSMENT PLAN			
Assessment Learning Targets/Unit (add more as needed)	Assessment Description and/or Link CFA or CSA?	Proficiency Notes (What score/criteria equals proficient? Any other specific notes about giving the assessment?)	Tentative Pacing (About how much time is needed to teach each learning target? What date do you plan to assess? When to discuss assessment results? Place windows on the chart.)

1. Determining Central Idea & Details / Summarizing Informational Texts	Standards Mastery: Central Idea/Summaries <u>Formative</u>	100 - 67 : Mastery 66 - 33 : Approaching 32 - 0 : Remediation	10 Days
2. Citing Evidence to Make Inferences	Standards Mastery: Cite Evidence to Support Inferences <u>Formative</u>	100 - 67 : Mastery 66 - 33 : Approaching 32 - 0 : Remediation	4 Days
3. Unit One Test: Luck Favors the Prepared	CSA Mastery Connect	100 - 67 : Mastery 66 - 33 : Approaching 32 - 0 : Remediation	1 Day

WHAT WILL WE DO IF THEY DON'T LEARN IT? TIER 2 RE-ENGAGEMENT PLAN

How do we intervene for those that did not master the key learning targets/essential standard?

The students will be pulled for remediation utilizing articles from Scope Magazine, Lovin'Lit Materials, CommonLit, and other available materials in order to strengthen these skills. Students will work in small groups in order to target their needs. Needs may be:

- Identifying Central Idea
- Identifying Relevant Supporting Details
- Writing a Summary
- Inferences

WHAT WILL WE DO IF THEY ALREADY KNOW IT? EXTENSION PLAN

How can we extend the learning for those that have already mastered that learning target?

Students will have an extension project to show their mastered learning targets in addition to their formative assessment. Examples would be a menu board allowing students to make creative pieces to show their learning from each target.