

Unit-Planning Template

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

Unit 3: Craft and Structure in Informational Text

WHAT DO WE WANT OUR STUDENTS TO LEARN? ESSENTIAL STANDARD(S)

Essential Standard(s):

Reading

RI 8.1: Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.

RI 10.1: Use context clues to determine meanings of words and phrases.

RI 8.2/RI 11.1: Determine the impact of text features and structures on an author's ideas or claim.

RI 10.1: Determine an author's perspective or purpose and analyze how the author distinguishes his/her position from others.

Writing/Language (begin)

W1: Write arguments to support claims with clear reasons and relevant evidence.

Write arguments that: a. introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically; b. use relevant information from multiple print and multimedia sources; c. support claims with logical reasoning and relevant evidence, using accurate,

Prior skills or knowledge required:

RI 8.1

- Use context to determine the meaning of unfamiliar words and phrases.
- Identify words having connotative as well as denotative meanings.
- Identify examples of figurative language and recognize the ways in which authors use words and phrases figuratively.
- Understand the relationship between an author's choice of words and the overall meaning or tone of a text.

RI 8.2/RI 11.1

- Identify organizational structures of texts, including compare-contrast, problem-solution, and cause-effect.
- Analyze how the organizational structure helps develop the main idea of a paragraph.
- Analyze how authors organize texts so that major sections contribute to the whole work.

RI 10.1

- Identify the author's point of view or purpose in a text.
- Recognize statements and word choices signaling that the text is expressing the author's point of view (for example, I think, I believe, I feel; fortunately, unfortunately)
- Explain how word choice and tone help establish an author's perspective and biases.

RI 10.1

credible sources and demonstrating an understanding of the topic or text; d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence; e. develop the claim providing credible evidence and data for each; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation; h. establish and maintain a formal style and objective tone; and i. provide a concluding statement or section that follows from and supports the argument.

- Use the overall meaning of a text or a word's position or function to determine the meaning of a word or phrase.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Determine the meaning of a word or phrase using the overall meaning of a text or a word's position or function.

W I

- Write arguments to support claims with clear reasons and relevant evidence.

Essential Vocabulary:

- technical meaning
- connotative meaning
- figurative meaning
- text structure
- point of view
- context clues
- argument
- claim
- opposing claim
- relevant/credible evidence

Student-friendly learning targets (I can statements) (Are they knowledge, reasoning, performance or product targets? Think about DOK):

Lesson 9 RI:

- Use context clues to determine meanings of words and phrases.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.
- Analyze the impact of the author's choice of words, word phrases, and conventions on meaning and tone.
- Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.

Lesson 10 RI:

- Analyze how major sections of an informational text fit into the overall structure and contribute to the development of the central ideas.

Lesson 11 RI:

- Determine an author’s purpose and point of view about the topic in informational text.
- Cite evidence to explain how the author’s point of view is conveyed in a text.
- Analyze the techniques an author uses to distinguish his or her position on an issue from that of others.

Writing Lesson:

- Write arguments to support claims with clear reasons and relevant evidence.

What learning can we anticipate students will struggle with?

Reading Informational

- Understanding connotative and figurative word/phrase meanings.
- Identifying how an author distinguishes his/her position from other authors.

Writing/Language

- Providing reasoning/explanation for their claim in argumentative writing.
- Acknowledging alternate/opposing claims and addressing it appropriately in their writing.

**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. Word Meanings and Word Choice	CFA: Standards Mastery, Form A	67% = proficient Standards Mastery Conversion Chart is used	4 days *see calendar below
2. Analyze Text Structure	CFA: Standards Mastery, Form A	67% = proficient Standards Mastery Conversion Chart is used	4 days *see calendar below
3. Determine Author’s Point of View	CFA: Standards Mastery, Form A	67% = proficient Standards Mastery Conversion Chart is used	4 days *see calendar below
4. Unit 3 Reading Test (Lessons 9-11)	CSA: Mastery Connect, U3 Craft and Structure in Informational Text	67% = proficient Standards Mastery Conversion Chart is used	2 days (reading and writing portions split) *see calendar below

**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?

*W.I.N. Time/Power Hour will be used for these interventions.

- **Intervention Resources for Unit 1 Reading Informational Text:**
 - Teacher Toolbox, Tools for Scaffolding Comprehension
 - Teacher Toolbox, Prerequisite Ready Lessons
 - CommonLit Passages & Activities
 - Lovin' Lit Reading Comprehension Passages & Activities
- **Intervention Resources for Unit 1 Writing/Language:**
 - Wordly Wise 3000
 - Teacher Toolbox, Instruction Book for Greek and Latin Word Parts

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?

- **Extension Resources for Unit 3 Reading Informational Text:**
 - Lovin Lit 7th Grade Passages and Activities
 - iReady Teacher Toolbox Extension Activities

ASD2 District Unit Plan Template

Su	Monday	Tuesday	Wednesday	Thursday	Friday	Sa
August						
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16 1st DAY OF SCHOOL	17 Parts of Speech Review	18	19	20
21	22 Unit 1 Lesson 1-2 RI (8 days)	23	24	25	26	27
28	29	30	31 Parts of Sentence Review	1 PLC Meeting: Focus and Team's To-Do list Unit 1 Lesson 1-2 CFA	2 Unit 1 Lesson 3 RI (4 days)	3

September

Su	Monday	Tuesday	Wednesday	Thursday	Friday	Sa
4	5 School Holiday	6	7	8	9	10
11	12	13 Unit 1 Lesson 3 RI CFA	14 Unit 1 Lesson 4 RI (4 days)	15 PLC Meeting-Data Review	16 Unit 1 Lesson 1 and 2 Language CFA	17
18	19 Unit 1 Lesson 3 Language-Phrases and Clauses	20 Unit 1 Lesson 4 RI CFA	21 Unit 1 RI Test Review	22 Unit 1 RI Test Review	23 Unit 1 Writing Review	24
25	26 Unit 1 Writing Review	27 Unit 1 RI Reading CSA	28	29 PLC Meeting-Data Review Unit 1 Writing CSA (TDA)	30	1

October						
Su	Monday	Tuesday	Wednesday	Thursday	Friday	Sa
2	3 Begin Narrative Writing Unit	4	5	6 PLC Meeting-Data Review	7	8
9	10	11 Language (Grammar) CSA	12	13	14 Prof Dev Day	15
16	17 Unit 2 Lesson 5 (4 Days)	18	19 Last Day of 1st Quarter Simple and Compound Sentences (Lesson 4)	20 PLC Meeting-Review Timeline and Focus	21 Unit 2 Lesson 5 CFA	22
23	24 Unit 2 Lesson 6 (4 Days)	25 Complex and Compound-Complex Sentences (Lesson 5)	26	27	28 Unit 2 Lesson 6 CFA	29

November						
Su	Monday	Tuesday	Wednesday	Thursday	Friday	Sa
30	31 Unit 2 Lesson 7-8 (8 days)	1 Using Different Types of Sentences (Lesson 6)	2	3 PLC Meeting	4	5
6	7 Fall Break	8 Fall Break	9	10	11 Types of Sentences CFA	12
13	14 Unit 2 Lesson 7-8 CFA	15	16	17 PLC Meeting Unit 2 Reading CSA	18	19
20	21	22	23 Thanksgiving Break	24 Thanksgiving Break	25 Thanksgiving Break	26
27	28 2nd Quarter Progress Reports Misplaced and Dangling Modifiers (Lessons 7-8)	29	30	1 Pre-reading (A Christmas Carol)	2 Read (A Christmas Carol)	3

December						
Su	Monday	Tuesday	Wednesday	Thursday	Friday	Sa
4	5 Read (<i>A Christmas Carol</i>)	6 Grammar CSA- Sentence Types and Modifiers	7	8 PLC Meeting	9	10
11	12	13 One Pager Project due (<i>A Christmas Carol</i>)	14 <i>A Christmas Carol</i> Extended Activities	15 <i>A Christmas Carol</i> Extended Activities	16 Half Day	17
18	19 Christmas Break	20 Christmas Break	21 Christmas Break	22 Christmas Break	23 Christmas Break	24
25	26 Christmas Break	27 Christmas Break	28 Christmas Break	29 Christmas Break	30 Christmas Break	31

January

1	2 Christmas Break	3 Unit 3, Lesson 9 (4 Days)	4	5	6	7
8	9	10 Unit 3, Lesson 9 CFA	11 Last Day of 2nd Quarter Unit 3, Lesson 10 (4 days)	12 PLC Meeting	13 Prof Dev Day	14
15	16 School Holiday	17	18	19	20 Unit 3, Lesson 10 CFA	21
22	23 Unit 3, Lesson 11 (4 days)	24	25	26 PLC Meeting	27 Unit 3, Lesson 11 CFA	28

February						
29	30 Unit 3 Test Review	31 Unit 3 Test Review	1 Unit 3 CSA (Multiple-Choice Reading)	2 Unit 3 CSA (Writing)	3 Unit 3 CSA (Writing)	4
5	6 Argumentative Writing (begin)	7 Unit 5, Lesson 17 (4 days)	8	9 PLC Meeting	10	11
12	13	14 Unit 5, Lesson 17 CFA	15 Unit 5, Lesson 18 (4 days)	16	17 Argumentative Writing (finalize)	18
19	20	21 Unit 5, Lesson 18 CFA	22 Unit 5, Media Feature 1 (RI) (2 days)	23 PLC Meeting	24 Unit 5, Media Feature 1 (RI) CFA	25
26	27 Unit 5 Test Review	28 Unit 5 Test Review	1 Unit 5 CSA	2 Unit 4, Lesson 12 (4 days)	3	4
March						
5	6	7	8 Unit 4, Lesson 13 (4 days)	9 PLC Meeting	10	11

12	13	14 Unit 4, Lessons 12-13 CFA	15 Unit 4, Lesson 14 (4 days)	16	17	18
19	20	21 Unit 4, Lesson 15 (4 days)	22 End of 3rd Nine Weeks	23 PLC Meeting	24	25
26	27	28 Unit 4, Lessons 14-15 CFA	29 Unit 4, Lesson 16 (4 days)	30	31	1
April						
2	3	4 Unit 4, Lesson 16 CFA	5 *Unit Plan Paused	6 PLC Meeting	7 Field Trip? Go for the GOLD?	8
9	10 Spring Break	11 Spring Break	12 Spring Break	13 Spring Break	14 Spring Break	15
16	17 Begin "Sorry, Wrong Number" (Use as review before Unit 4 CSA)	18	19	20	21	22

23	24	25	26	27 PLC Meeting	28	29
May						
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1 End of 4th Nine Weeks	2	3
June						

4	5	6	7	8	9	10
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