### Planning a Common Core Unit of Study

<table>
<thead>
<tr>
<th>Units Big Idea:</th>
<th>The “Big Idea” is the central concept, provides a real-world context and continues through to final authentic performance task (assessment)</th>
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<tbody>
<tr>
<td>What is the Big Idea we want students to understand? Why are students learning this big idea?</td>
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<tr>
<td>End of Unit Assessment:</td>
<td>Through what authentic performance tasks (project) might student demonstrate what they have learned or can do, as a result of this Unit? How might we solicit student input and engage students in co-designing their performance task(s) project?</td>
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<td>How will students demonstrate what they know?</td>
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<td>Essential Question(s)</td>
<td>Focuses big idea to what is relevant to the student.</td>
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<td>What provocative questions will I ask students throughout the Unit to foster inquiry, understanding, and transfer of learning?</td>
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<td>Concepts and Skills:</td>
<td>What concepts and skills must a student master by the end of this unit to gain enduring understanding of the “Big Idea”?</td>
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<td>List Common Core Standards based concepts and skills to be practiced throughout this Unit.</td>
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<td>Resources</td>
<td>What resources are needed to facilitate student learning throughout the unit?</td>
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<tr>
<td>Include a variety of brief and lengthier text (fiction, nonfiction, media...)</td>
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Directions: Populate the planning calendar by placing the End of Unit Assessment first then backwards design the placement of lessons addressing skills and strategies. (Reading, Writing, Speaking, Listening, Language)

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>Week 1</td>
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<td>Week 6</td>
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Things to consider as you design specific lessons:

**Content**

- **Vocabulary**
  - Am I using words authentically in context?
  - Are students using words authentically in context?

- **Reading**
  - Select four to six anchor texts that interest students, and balance literary and informational structures.
    - How are the texts connected? How will those connections be articulated by students?
    - How does this set provide evidence of the learning targets?
  - How will I sequence text dependent questions so that they link speaking, listening, and writing?
  - How will I encourage close reading?

- **Writing**
  - How do my resources serve as mentor texts for exemplary writing?
  - How will I model the writing process?
  - How will students determine task, audience, and purpose?
  - How can students incorporate technology for research, collaboration, and publishing?

- **Speaking and Listening**
  - Am I providing opportunities for students to partner, work in small groups, and participate in larger class discussions throughout the unit?
  - Will students have authentic opportunities to use the content and academic vocabulary associated with this unit?

- **Language**
  - When can I embed grammar, sentence structure, and conventions in authentic tasks throughout the unit?

**Instructional Practices**

- **Formative Assessment**
  - In what ways will students demonstrate what they’ve learned? How will I check for understanding and monitor progress, daily and weekly?

- **Collaboration**
  - What protocols will I need to teach? What roles and responsibilities will I highlight? How will I teach the skills of collaboration?

- **Routines**
  - How will I handle transitions? How will students handle independent work time?

- **Tasks**
  - How will I actively engage students in authentic tasks that encourage speaking and listening and collaboration?
  - How will I assess group work and individual accountability?

- **Learning Targets**
  - How will I unpack learning targets for students daily?
  - How will I link ongoing feedback I provide students to their learning target?
  - How will I link individual learning targets to the Big Idea?
  - How will students use learning targets to self-monitor their own progress in completing a task?
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List of Tools

- Big Picture Planning
  - Teaching and Learning 21st Century Literacy – Reading
  - Seven Skills of Collaboration
  - CCSS Instructional Practice Guide ELA
  - Article: Making the ELA/Literacy Shifts
  - CCSS Literacy Capacities
  - CCSS ELA/Literacy Standards

- Vocabulary
  - Protocol Packet
  - Choosing words
  - Sample activities

- Reading
  - Protocol Packet (Close Reading, Thinking Notes, Protocols)
  - Reader and Task Considerations
  - Crafting Text Dependent Questions
  - Text Dependent Question Worksheet (Checklist)
  - Matrix of Text Structures

- Writing
  - Purposes for Writing
  - Examples of Writing Strategies
  - STOP/LIST, SOAPS, RAFT (audience and purpose)
  - Making Evidence-Based Claims (Unit Example)

- Speaking and Listening
  - Protocol Packet

- Language
  - Sentence Frames, Gr. 8: [http://www.tcoe.org/ers/ccss/ela/Bookmarks_08.pdf](http://www.tcoe.org/ers/ccss/ela/Bookmarks_08.pdf)

- Instructional Practices
  - Protocol Packet (Learning Reflection)