Understanding by Design

Stage 1 – Desired Results

Established Goal(s)/Content Standard(s):
TX Reading   **Who is in charge of your reading growth?** - 4th Grade Eagle Time

- **4.6** -All students will use metacognitive skills to both develop and deepen comprehension of increasingly complex texts.
- Students will understand the importance of being in charge of their own learning and the impacts it has on their growth.

Understanding (s)
- Reading is important.
- The responsibility of the learning belongs to the learner.
- Self-assessment is a valid strategy for growth.
- Using effective reading strategies aids in the comprehension of increasingly complex texts.

Essential Question(s):
- What do good readers do?
- What are they trying to achieve through tracking their reading?
- Why do some students not show reading growth in 4th grade?
- How would life be different if we couldn't read?
- Why are we in charge of our own learning?
- How can you track your reading level? Stamina? Comprehension?
- What's the pattern you see in your reading?
- What do you do when you don't understand?
- How do I read between the lines?
- How do you know you are getting the point and not merely imposing your views and experiences?

Students will know…
- Qualities of a good reader.
- The importance of tracking their own learning and setting goals.
- Specific strategies to help them better understand the text when they don't understand (rereading, summarizing main idea of text).
- How to select, read for appropriate amounts of time and comprehend complex texts.

Students will be able to…
- Evaluate the extent to which they have improved their reading comprehension and raised their reading levels through self-assessment.
- Realize they are in charge of their own learning and how to apply these skills in other subjects
- Apply reading strategies for comprehension of complex texts.
- Self-assess their use of textual evidence that supports their understanding of what they read when looking at their summaries.

Stage 2 – Assessment Evidence

Performance Task(s):
- Create an insightful graph comparing BOY, MOY, and EOY reading levels of 4th graders to minutes read that reflects an insightful understanding of the relationship. You will develop a reflective summary of your observations so that you see the importance of reading stamina compared to reading growth and have a better understanding when setting your own reading goals.

- You are the 4th-grade reading teacher. Create an effective reading lesson that demonstrates effective reading strategies used when reading more complex texts. You can include strategies that help and ones that don't, you can model the strategies, share your personal growth, and what happens when you don't use the strategies.

- You are in charge of your learning growth in reading. You will log your weekly reading goals, reading material, and track your progress on your ePortfolio or google slides that you have created. At the end of each week, you will self-assess your reading by creating a reflective journal entry. The goal of this is for you to understand that self-assessment is necessary for growth. Your tracking should be accurate, informative, and used for self-reflection so that you can adjust reading goals as needed.

Other Evidence:
- Assessment: Fountas & Pinnell - BOY/MOY/ EOY Reading inventory
- Student Data: ePortfolio, Student Reading Tracking Sheets (weekly reading logs, stamina, comprehension, and reading levels)
- Student Goal Sheets
- Prompt: Produce clear, organized writing that summarizes the main idea of the text in a creative way.
- Reading Response Choice Board
- Newsela quizzes
- MAP scores

Stage 3 – Learning Plan

Learning Activities:
Unit Intro:
Readers will take ownership of their reading and reading growth during Eagle Time. They will track their reading, set and adjust their goals through self-assessment and reflection during Eagle time. During station rotations, students will work with their teacher at the small group rotation to set realistic goals and start tracking their own reading. W

Reading is the pathway to literacy and gaining knowledge on a variety of topics and where you find your passion. W H

Activity 1
Partners will analyze student data from previous school years. They will look at reading level growth BOY and EOY comparing it to the reading stamina. Create a graph and share. H E
Prompt: How will today's exploration of reading growth and stamina help you set your reading goals?

Activity 2
Class debate. Who is in charge of your learning? Why? H
Brainstorm ways to grow their reading levels?
Explore different ways to track reading data. Create tracking sheets. Come up with a plan for tracking.
 Reading Stamina Chart   Reading Level Student Tracking -MEAD LLI H R E
 4th STUDENT Data Sheets

Activity 3
Goal setting. Watch videos and have conversations about goals and goal setting. W H
 Small Talk | Goals | CBC Kids
 "Academic Minute" - Goal Setting With Kids
 Growth Mindset: Goal Setting, Data Tracking, and Reflections E T
Students will get a copy of all of the slides for goal setting and will choose the ones that work best for them.

Activity 4
Weekly Reading and Response for 3 weeks. Reading and Response H R E
Students respond daily in their reading journals after their 20-30 minutes of reading.

Activity 5
Week 4 Choice Board H R E T
 Reading Response Choice Board O

Activity 6
Self-assessment of reading data. Adjust and set new goals. Reflect on achievement in journals. **Prompt:** What did you do that caused you to meet or not meet your goals? What can you do differently moving forward? R

Activity 7
Effective reading strategies. Students will explain what strategies they used and why they needed to use them. We will discuss at small group what happens when they don't use their strategies? Students will be given a more complex text based on their current reading level to

demonstrate comprehension using effective reading strategies. **Prompt:** Summarize the main idea of the text in a creative way. E T O

Activity 8
Create a Music Playlist: *Fiction*
Create a playlist of 10 songs, real or made up, that best show the main events or characters in the book. Include a brief description of each song. The name of the playlist should include the book title and the author. Digital tools: Google Drawings, Google Slides, Google Docs

Activity 9
Create a New Book Jacket: *Fiction*

- Front cover: Draw and color an illustration
- Inside Front Flap: Write a description of the main characters
- Inside Back Flap: Write a short summary
- Back Cover: Write 5 quotes that are important to understanding the story.

Digital tools: Google Drawings, Google Slides, Google Docs H T O

Activity 10
Letter to the Author: *Fiction or nonfiction*

Include all elements of a friendly letter (date, greeting, body, closing, signature).

1. Your opinion of the book.

2. The character in the book you are most like and

  why.

3. Your favorite part of the book.

4. Ask a few questions about the book. H T O

WHERETO
- W= Where the unit is going?
- H= Hook and hold interest
- E= Equip all students
- R= Rethink and Revise their understanding
- E= Evaluate their work
- T= Tailored learning (personalization to needs)
- O= Organized to maximize engagement

Finks and the UbD

When thinking about designing my learning environment and both design processes, I feel like each design process has its pros and cons. For example, Finks seemed more organic to me and helped me see the bigger picture. The UbD however, was more focused on outcomes and had many more pieces. Without the Finks 3 column table, I would have been lost designing my UbD. They go hand in hand. The Finks model reminds me of unpacking our Lucy Calkins reading units because we have to take a lot of information and scale it way back to the bare bones before we start planning (because Lucy Caulkins is NOT engaging). We find the big-ticket items and how we will assess students at the end of the unit. Then bring in the UbD and things get exciting. Planning with the UbD brings engagement into the lessons and "holds" it throughout, what I hope will be a lifetime. I enjoyed designing my first UbD. It has already helped me with my innovation plan by adding an engaging authentic accountability piece to my station rotations. It will give my students ownership of their reading that will encourage them to push themselves and find what they are passionate about.

References

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