

UbD: Integrating Self-Regulatory Strategies for Learning 6th grade Literacy

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Abstract

In this report, Joe, Julio and I developed a curriculum unit, which focuses on the concept of metacognition and teaching the concept to our students. It was an interesting exercise in group dynamics and operating simultaneously in a think tank. Backward planning is extremely challenging and requires patience and multiple educators' input.

Understanding by Design Unit Template

Title of Unit	English Literacy Integration for Native and Non-Native Speakers	Grade Level	6th
Curriculum Area	ELA & ELL	Time Frame	6 weeks
Developed By	Julio Vargas, Joe Garcia, Deidre Wilson-Redmond		
Identify Desired Results (Stage 1)			
Content Standards			
<p><u>CCSS.ELA-LITERACY.RL.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RL.6.2</u> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><u>CCSS.ELA-LITERACY.L.6.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p><u>CCSS.ELA-LITERACY.RST.6-8.1</u> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><u>CCSS.ELA-LITERACY.RST.6-8.6</u> Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p><u>CCSS.ELA-LITERACY.RST.6-8.2</u> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>			

UNDERSTANDING BY DESIGN 6TH GRADE UNIT PREPARATION

Understandings		Essential Questions	
Overarching Understanding	Overarching	Topical	
<p>What specifically do you want students to understand?</p> <p>Students will be able to understand that reading is a complex process where text has meaning and reading has a purpose. Purposes for reading change depending upon the text.</p> <p>Metacognition is a process of thinking about thinking and to utilize in their learning.</p> <p>What inferences should students make?</p> <p>Students should be able to utilize their prior knowledge to contend with new/unfamiliar text.</p>	<p>How does deciphering word structure aid students' syntax understanding in context?</p> <p>What do good readers do to understand the content they are reading before, during, and after?</p>	<p>Topical EQ's are more unit-specific questions that lead into to specific topical understandings within a unit.</p>	
Related Misconceptions			
<p>Identify any misconceptions students may have during this unit.</p> <p>Knowing word definitions will provide sufficient understanding.</p> <p>Learning the Latin or Greek root of words is too challenging.</p> <p>Learning essential content vocabulary is irrelevant.</p>			
Knowledge (Declarative)		Skills (Procedural)	
<p>Students will know...</p>		<p>Students will be able to...</p>	

UNDERSTANDING BY DESIGN 6TH GRADE UNIT PREPARATION

<p>Before Reading</p> <p>Set a goal Preview the text Predict what the text will say</p> <p>During Reading</p> <p>Reading sequentially, skimming some parts, focusing on others Rereading some sections Make notes Tune into main ideas and ideas related to goal Check and adapt predictions Monitor and repair comprehension Connect to world knowledge to make inferences Paraphrase and summarize passages Respond to and evaluate text</p> <p>After Reading</p> <p>Reread selectively, reflect on what they have read and then summarize.</p> <p>Thinks about how information might be used in the future</p> <p>Science:</p> <p>Students will be able to apply the scientific method when conducting an experiment to prove their hypotheses. They will also be able to follow and understanding sequencing when conducting experiments to prove hypothesis.</p> <p>Students will utilize their self-regulatory processes to better understand the content they are reading.</p>	<p>Sequence, find the main idea, draw conclusions and note details.</p> <p>As students read be aware of the content.</p> <p>Students will be able to reflect on their process of reading and connect to their strategies.</p> <p>Science:</p> <p>Through observation, analysis, and data collections students will be able to make inferences and hypotheses when conducting experiments.</p>
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Assessment Evidence (Stage 2)

UNDERSTANDING BY DESIGN 6TH GRADE UNIT PREPARATION

Performance Task Description – 3 examples:
 Analyze selected text and identify the main idea. (non-informational text)
 Refer to textual details in order to support a claim. (amount of sleep impacts a teenager’s brain development)
 Conduct an experiment by following a sequence of steps to depict a volcanic eruption.

Goal	Instruct students on multiple strategies for reading comprehension.
Role	Students will apply their checklist of reading strategies while reading a selected text.
Audience	
Situation	
Product/Performance	Conduct an experiment by following a sequence of steps to depict a volcanic eruption. (science)
Standards	

Other Evidence

informal checks for understanding, observations and dialogues, tests and quizzes, academic prompts, performance tasks, student work samples, peer reviews, student demonstration, visual presentations, etc.

Learning Plan (Stage 3) WHERETO: Acronym that summarizes key elements to consider when designing and effective and engaging learning plan. Defines how you will get to the desire learning in Stage 1.

Where are your students headed? Where have they been? How will you make sure the students know where they are going?	Students should be able to utilize textual evidence to support a claim. Students will review and apply their reader’s checklist of what good reader’s do. As students read, they can identify key terms, define unfamiliar vocabulary using Greek and Latin affixes. Teachers will provide exits slips (digital) to check for understanding.
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UNDERSTANDING BY DESIGN 6TH GRADE UNIT PREPARATION

	<p>What are the learning goals for the students? Why are they learning the content? What is required of them to achieve the goal(s), such as performance requirements, evaluative criteria?</p>
<p>How will you hook students at the beginning of the unit?</p>	<p>Teacher will provide students with a video on metacognition to which students will complete a KWL chart.</p> <p>How will students be engaged in digging into the Overarching Essential Question(s) or Big Idea(s)?</p>
<p>What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?</p>	<p>Teacher will provide reading samples and video clips to aid students in researching a claim on a specific topic.</p> <p>Have adequate opportunities to explore and experience the Big Idea(s). Examples may include inquiry, research, problem-solving, experimentation, etc.</p>
<p>How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?</p>	<p>Students will conduct a peer-to-peer evaluation to determine validity of evidence in support of their claim and sources are cited correctly.</p> <p>Have opportunities for students to rethink, revise, and refine their work based on timely feedback.</p>
<p>How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?</p>	<p>Students will report out and collaborate with their partner to fact check and formulate their claim based on their findings.</p> <p>Partner makes suggestions for possible revisions.</p> <p>Have an opportunity to evaluate their work and set future goals.</p>
<p>How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?</p>	<p>Provide audible version of the text with headsets.</p> <p>Provide video links on the topic.</p> <p>Read aloud for students to cement understanding.</p> <p>Students create graphic organizers to help them organize their facts of the article to support their claim.</p>

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	<p>Provide opportunity to model (act out) scenario taken from the text.</p> <p>Provide supplemental bilingual copy of the text.</p> <p>Partner students based on skill level and language proficiency.</p> <p>How is the learning plan flexible to address the interests and learning styles of all students?</p>
<p>How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?</p>	<p>Follow the natural progression of lesson design</p> <p>Scaffolding</p> <p>Small group</p> <p>Peer groupings</p> <p>Instructional / language proficiency groupings</p> <p>Organize the learning activities.</p> <p>How is the learning plan organized and sequenced to maximize engagement and effectiveness for all students?</p>

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
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