UbD Template 2.0

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS (Common Core/Bolded Standards in C-Mapp)  **Reading Literature 2.1** – **Ask and answer, such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**  **Reading Informational 2.1** – **Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**  **RL2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**  **SL 2.1a – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups. Follow agree-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**  **RL 2.7-Use information gained from the illustration and words in a print and digital text to demonstrate understanding of its characters, setting, or plot.**  **RI 2.7-Explain how specific images (eg. A diagram showing how a machine works) contributes to and clarify text.**  (Step Out: What did we do? Why is that important?) | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  *(What kinds of long term independent accomplishments are desired?)*  T1: Question one another/the author/the teacher about a text/story/teaching/discussion.  T2: Ask purposeful questions about a text or specific story.  T3: Able to collaborate and discuss in groups in and outside of school for a variety of purposes.  *(Step Out: What did we do? Why is that important?)* | |
| ***Meaning*** | |
| UNDERSTANDINGS  (What specifically do you want students to understand? What inferences should they make?)  *Students will understand that…*  Each type of question has a different meaning and a specific time to ask.  People have conversations where they ask and answer each other’s questions.  All text can be broken down into certain structures.  (Step Out: What did we do? Why is that important?) | ESSENTIAL QUESTIONS  (What thought-provoking questions will foster inquiry, meaning-making, and transfer?)  Why is it important to ask questions?  Why is it important to understand how conversations work?  What types of thought provoking questions can you ask to comprehend a text?  What does the beginning and ending of the story tell us?  (Step out: What did we do? Why is that important?) |
| ***Acquisition*** | |
| *Students will know…*  *(What facts and basic concepts should students know and be able to recall?)*  Types of Questions and Meanings  Text Structure  Story Elements  Informational Text-Features  How to work with others and have meaningful conversations about a specific topic | *Students will be skilled at…*  *(What discrete skills and processes should students be able to use?)*  Asking and answering questions  Communication: Listening, speaking, understand, paraphrasing  Retelling |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| What criteria will be used in each assessment to evaluate attainment of the desired result?  Regardless of the format of the assessment, what qualities are most important?  Detailed  Well-Crafted  Clear  Sequenced  Well-Spoken | PERFORMANCE TASK(S):  *Students will show that they really understand by evidence of…*  How will students demonstrate their understanding (meaning making and transfer) through complex performance?  Task 1: Complete graphic organizer on B-M-E while reading an on-level text. (Daily 5 Time, Mini-Lessons, etc.)  Task 2: Write a letter to a friend explaining the who, what, when, where, and why in a text you read.  Task 3: Book Talk Circle with students self-evaluating and evaluating group members on asking and answering questions.  (Step Out: How and when will you use these as a grade level? How will this help with grading? How will this help with PLT discussion and collaborative planning? Create these at the end of the unit planning?) | |
| Well-Spoken  Clear  Correct Conventions  Well-Argued | OTHER EVIDENCE: (CFA)  *What other evidence will you collect to determine whether stage 1 goals were achieved?*  Matching Quiz on Who, What, Where, When, and Why  Create Questions Using a Passage  Observe students working in groups throughout the nine weeks and keep anecdotal notes/based on rubric for collaborative conversations  Oral/Written Responses of Essential Questions | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  *What pre-assessments will you use to check student’s prior knowledge, skill levels, and potential misconceptions?*  Pre-Assess: Pre-Test of Asking and Answering Questions (QAR Pre-Test), CFAs, Essential Questions  Progress Monitoring: M-Class Question Stems, Guided Reading Pensive Notes, Running Records w/oral retell, written retell, Daily 5 Journals  Learning Activities:   * Question words up who, what, where, when, why, and how w/sentence strip mini-lesson on what each word means * Develop a flow map for sequence beginning, middle, and end * Transition Words Mini-Lesson * Read a text and brainstorm questions as to why they would be purposeful * Set up Book Clubs and model rubric for having conversations with asking and answering questions (differentiate by giving lower groups questions stems and higher groups creating questions)   (Step Out: Share ideas (turn and talk) | | |

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| Week | Objective | CFA | Daily 5 Set Up/Beginning of the Year Procedures |
| 1 (Days 1-5) | **Reading Literature 2.1** – **Ask and answer, such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.** | Track 1  Pre-Test Date: July 7  Post-Test Date:  Track 2 | Read to Self/IPICK/Stamina |