



Learn. Create. Teach. Grow. Lead.



"Design is in everything we make. But it's also between those things. It's of craft, science, storytelling, propaganda, and philosophy."

— Eric Adigard

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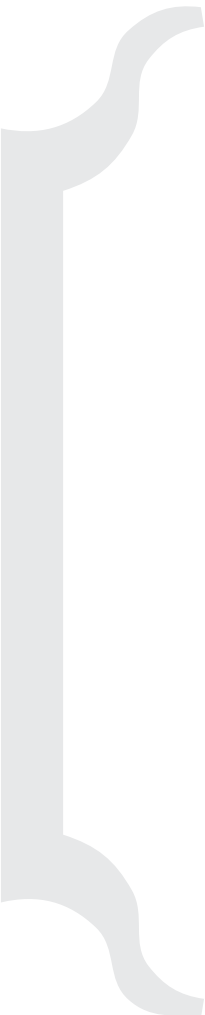
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"I believe we need to create a pedagogy of joy and justice. When Michael writes a stunning essay about language policy in Native American boarding schools, there is joy because he finally nails this form of academic writing, but there is also justice in talking back to years of essays filled with red marks and scarred with low grades. There is joy because he's learned a craft that he felt beyond his reach; there's justice because Michael and his classmates learned to question policies that award or deny status based on race and class."

—Linda Christensen
excerpt from *Teaching for Joy and Justice*

Joy and Justice have long been at the heart of reDESIGN's approach to the creation of powerful learning environments for young people. By "powerful" reDESIGN refers to its guiding belief that schools can and should be places where young people are provided with the tools, respect, and support that they need to become independent learners, with a strong sense of personal efficacy, as well as a passion for the life of the mind. For reDESIGN, this is fundamentally an issue of social justice.



Lew Gitelman, the originator of reDESIGN's Framework for Effective Instruction, began his career as a special education teacher in Boston, MA. After more than a decade, he became a Principal, leading two alternative high schools. The first school was nominated, by the Department of Labor, as one of the top five alternative high schools in the country. His second school was the first high school for overage and under-credited second language learners in Massachusetts.

Much of Lew's inspiration for, and understanding of, the need to develop more strategic teaching and learning practices derives from his own struggles as a student, including his ten-year effort to graduate from the University of Massachusetts. His work speaks directly to the lack of transparency in education, and the mystification of knowledge that is so prevalent in our schools.

Antonia Rudenstine is the creator of reDESIGN's school design principles, supporting school leaders and founders in the work of creating mission-driven, purposeful schools.. For the past twenty years, her professional life has been shaped by the belief that the work of designing powerful learning environments requires a broad and deep understanding of the interconnectedness of each of the many aspects of school life.

Antonia began her career as a high school teacher of social studies working with special education students and English language learners. Later, she moved to New York City to become one of the founding teachers and Instructional Leaders of a small, alternative, public high school, in East Harlem. She holds a Doctorate from Harvard's Graduate School of Education.

reDESIGN Consulting Services

reDESIGN is currently partnering with k-12 schools, non-profits, and GED Programs in California, Massachusetts, New Hampshire, New York & Rhode Island.

- training teachers in the reDESIGN Framework for Effective Instruction;
- supporting and training founding groups to design and start new schools;
- coaching school directors on instructional issues, organizational, and youth development issues;
- creating school-wide and district-wide professional development programs for school leaders and teachers.
- Coaching school leaders on the development, supervision, mentoring and evaluation of teachers.



A Framework For Effective Instruction

The Framework for Effective Instruction (FEI) has been developed over the past five years by the Center for Urban Education. It evolved out of the founders' experience as instructional leaders, working to support practitioners in their efforts to empower overage and under-credited students in becoming independent problem-solvers and critical thinkers. With an unusual focus on the inter-related nature of teaching and learning activities, the FEI provides educators with unified approach to instruction.

The Research Basis Of The FEI

The FEI draws on two arenas of research-based practices: first, a cadre of instructional practices that provide teachers with a coherent way to address the particular needs of struggling students; and second, a set of learning strategies:

Instructional Practices	Learning Strategies
Backwards Planning: Developing unit plans organized around guiding questions, and goals that support students' construction of their own understanding of complex ideas. (<i>J. Piaget, 1971 & 1975; Wiggins & McTighe, 2005</i>)	Using 7 Key Literacy Strategies to deepen one's understanding of complex texts: text analysis, prediction, inference, making connections, questioning, visualization, determining importance. (<i>Harvey & Goudvis, 2007</i>)
The Workshop Model: Organizing a lesson around 3 work-sessions: • A Lesson Launch to teach content and model learning strategies; • A guided-practice session where students practice new learning through collaboration, and instruction can be differentiated; • A wrap-up period designed to check on student understanding of new material. (<i>Calkins & Ferina, http://rwproject.tc.columbia.edu/, A. Davis, 2000; S. Israel, 2007; S.S. Waterman, 2007</i>)	Building the skill of Metacognition in order to increase one's ability to tackle challenging academic tasks: Planning how to tackle a task, assessing one's progress, making mid-course corrections. This is the work of reflecting on one's thinking and learning processes. (<i>S. Israel, 2007; E.L.Vockell, 2001</i>)
Building Background: Expanding students' knowledgebase, and / or activating their existing schema. (<i>The SIOP Institute</i>)	Developing Higher-Order Thinking Skills to build one's capacity to explore complex ideas at high levels: analytic, synthesizing, evaluative and creative skills. (<i>Anderson & Krathwohl, 2001; J. Lester, 2006</i>)
Ensuring Student Understanding: Communicating new concepts in at least 2 mediums: written, oral and / or visual; conferencing with students, individually and in small groups, to check for understanding. (<i>C. Anderson, 2000; The SIOP Institute</i>)	Undertaking Participatory Action-Research to improve instruction: After a lesson, teachers reflect alone and collaboratively on the success of the lesson, collecting and analyzing data, and articulating new approaches to deepen student understanding. (<i>Friere, 1970</i>)
Facilitating Student Interactions: Designing activities each day where students work with each other in pairs or small groups, in addition to conferencing with the teacher. (<i>B.C. Davis, 1993; The SIOP Institute</i>)	

The FEI: A Unified Model For Teaching And Learning

Each of these practices is critical to effective teaching and learning, but none is sufficiently robust when used as a stand-alone practice. The strength of the FEI is its capacity to support educators by integrating this research into a unified approach.

Students are most successful at tackling complex academic material in learning environments that provide several layers of scaffolding: presenting strong models, analyzing and evaluating the strategies behind them, practicing and applying them to new circumstances and contexts. The FEI scaffolds teaching and learning activities around the following core lesson components:

Lesson Preparation (prior to teaching): The teacher articulates essential understandings guided by open-ended questions that encourage students to engage in higher-order thinking (Focusing Questions) (1) her /his objectives for the lesson that require students to engage in higher-order thinking with regards to concrete content or skills; (2) one or two key learning strategies whose use will support students in understanding the material. (3) the required resources for the lesson; and (4) the instructional steps to be used in the lesson.

The Lesson:

The Lesson Launch (the first 20% of the lesson): The teacher builds students' background knowledge by modeling how to think about a specific concept and / or *learning strategy, and how to apply the learning strategy to analyze, evaluate and synthesize the concept. One of the strategies for supporting students in this work is to teach them to effectively draw on their prior knowledge and experience. Finally, s/he ensures student understanding by responding to clarifying questions, and detailing the task to be completed during the practice and application work time (another effort to ensure student understanding).

The Practice And Application Period (the middle 60% of the lesson): This time provides students with the opportunity to listen, speak, read, and write, as they practice using their new learning, and apply it to new situations. The focus of this work period is for students to gain an understanding of both the content / skills, and learning strategies presented in the lesson launch, demonstrating their capacity to analyze, evaluate, synthesize and create (higher-order thinking).

There are three additional features of the practice and application period: First, students must have the opportunity to collaborate, mentor and share (interact) with one another during this time in order to effectively consolidate their learning. Second, teachers can use this period as an opportunity to differentiate instruction in a number of ways: by working with students on different levels of lower- and higher-order thinking, by providing different degrees of scaffolding for using the learning strategies, or by providing a range of possible tasks or texts for exploring the content. And third, as students work with the new material, the teacher confers with them individually and in small groups, asking them to explain their learning process and decisions (metacognition). These conferences provide the teacher with the opportunity to check and document student understanding of the material.

Assessment And Reflection (the final 20% of the lesson): The teacher assesses the level of student understanding of the new material, as well as their capacity to effectively use the learning strategies presented that day. In addition, students work on building the skill of metacognition by reflecting on how they applied the concept(s) from the lesson launch, what they learned, the extent to which the learning strategies were helpful and why, and the thinking process that led them to understand the content.

Teacher Reflection (after teaching): The teacher begins by reviewing his / her lesson plan and conference notes, to identify areas where instruction was effective, and areas where it might be improved if the lesson were to be taught again. It may also be helpful to infer and note the variables suspected to be at-play in the delivery of the lesson. Then, the teacher notes each student's level of mastery of the material, identifying those students who many need further instruction in the next lesson. This reflection informs the preparation of the next lesson, allowing the teacher to improve her / his instruction by using the same *learning strategies as the students.



The Framework for Effective Instruction

The Framework for Effective Instruction (FEI), developed by Center for Urban Education, integrates the best of recent research into a comprehensive model for teaching and learning.

	Components Of The FEI	Instructional Examples
1.	Lesson Preparation	
a.	Articulate an Objective for the lesson that (1) describes concrete and measurable content and skills; and (2) will be explored through analysis, evaluation and synthesis (Blooms' Higher-Order Thinking). (The same practice should be used for units as well).	Each topic of study should be organized around a big idea. This could be a focusing question or an essential understanding: Ex: "Why are some of the rules for binomials different than those for polynomials?" "Is nurture more powerful than nature?" "Why do some people break the law while others don't?"
b.	Set clear learning strategy goals for each day (see #2c, d, and e below).	Learning Strategies (see #2c, d, and e below) Ex: "Students will be able to make a prediction." "Students will be able to explain the difference between an inference and a prediction." "Students will be able to establish criteria to evaluate the quality of an essay or presentation." "Students will learn to use "fix-it" strategies if they become confused while reading")
c.	Select the resources that will best support students in reaching the Objective.	Ideally, these will be a mix of print and visual, and aural materials, and the print materials will be of different reading levels. This is one of the ways that teachers can differentiate instruction. Ex: nonfiction texts, short stories, poems, music, videotapes, books on tape, pod casts, internet simulations, charts, graphs, art, cartoons, textbooks, and Regents practice questions
d.	Assessment: Decide how students will show what they now understand about the objective, AND effective usage of the learning strategy. (see #4a and b below).	Ex: A reflection on something that was learned, a quiz, "dip-sticking," responding to the focusing question, a presentation, a formal writing assignment

	Components Of The FEI	Instructional Examples
2.	Lesson Launch (The first 20% of the Lesson)	
a.	Build-Background: • Connect instruction to what students already know about the topic; • Connect students' previous knowledge to new information; • Introduce critical information and vocabulary that will help students explore important questions.	• Ask what students remember or know about a topic. Ask how new information relates to previous learning. Refer to previously constructed word banks, outlines, charts, maps, etc. Use Anticipatory Guides such as a K-W-L chart • Introduce important concepts and words by writing, speaking, repeating, and highlighting them. Have students create personal thesaurus' / dictionaries, concept / word walls, concept maps, word sorts, concept / word study books • "Do-Now," think-aloud, mini-lecture, simulation / demo, model
b.	Ensure Student Understanding: • Clearly explain academic tasks; • Check for comprehension and recall regularly; • Anticipate and prepare to clarify confusions and misconceptions; • Prepare students to undertake independent work	• Model activities, write directions on the board, teach classroom routines that are used consistently, provide visual cues, use analogies, explain idioms • Prepare multiple ways of explaining / teaching difficult concepts • Provide enough wait-time to allow students to process new knowledge
c.	Teach students to use <i>literacy strategies</i>: to visualize, determine importance, predict, question, infer, make connections and analyze text.	• Ex: Identify the important messages in a story; predict the ending of a story based on the beginning; make connections between a new text and one that was read previously; visualize the plot, setting and action of a text while reading
d.	Teach students to use the skill of metacognition: matching thinking and problem-solving strategies to particular situations, clarifying purposes for learning, monitoring one's comprehension, taking corrective action if understanding fails.	• Ex: Notice how you figured out a difficult math problem (which strategies you used); notice patterns in difficulties you have when reading (your mind wanders, too many words you don't know, difficulty determining importance); make a plan to write an essay; notice, and ask questions about, any confusion you have when reading the story; use research tools (dictionary, internet, thesaurus, classroom materials) to fill in gaps you notice you have
e.	Teach students the <i>skills of higher-order thinking</i>: analysis, synthesis, evaluation and creation.	• Ex: Create an alternate, believable ending to a story; Create a set of criteria to assess the quality of a piece of your writing; Ask students to apply the literacy strategies to a text from the Regents; Analyze the author's intention in a text

	Components Of The FEI	Instructional Examples
3.	Allocate Significant Time for Students to Practice & Apply New Knowledge & Skills (the Middle 50-60% of the Lesson)	
a.	Design a range of <i>activities and projects</i> that provide opportunities for students to • clarify confusion • explore the Objective; • explore their own questions and interests; • think at high levels; • make their own meaning of new information; • use new information & knowledge in new ways	This is another opportunity for differentiating instruction: • Reading using the literacy strategies to make meaning: questioning a text, visualizing, identifying important ideas, messages and events, etc. • Written narratives and analytic essays about one's reading • Reading and writing for the workplace: business letters and reports, instructional manuals, etc. • Ex: Internet research, computer simulations, designing models, labs
b.	Require <i>collaboration and interaction</i>: Students should practice and apply their new knowledge in lots of different configurations: • small, flexible, hetero- and homogeneous groups; • teacher:student conferences, student:student paired work; • and independent work	• Ex: Reading Groups, Investigation and Experiments, Learning Journals, Discussion, role-plays, interviews, teacher-student "conferences", reciprocal-teaching, presentations, small group work, partnered work, think-pair-share
c.	Ensure Student Understanding: As students work with each other, the teacher conferences with students. The conferences are designed to: • Clarify confusion; • Provide guidance, either to extend student learning, or to fill in gaps; • Assess students' level of understanding of the objective	Conferences provide teachers with an opportunity to: • Differentiate: engaging different students in different types of conversations about the material, based on both their understanding and their interests; • Collect data on students' understanding of the material; • Support students' building of the skill of metacognition, by working with them to try different approaches to a challenging task.

	Components Of The FEI	Instructional Examples
4.	Assess and Reflect Upon each Lesson (the Final 20% of the Lesson)	
a.	Provide opportunities for students to <i>show their understanding</i> of: • The Objective • How to use the learning strategies to tackle challenging tasks: • how they learned the goals • their higher order thinking skills; • their application of the literacy strategies	• Complete the "L" on a K-W-L chart • Written reflections, • "Dip-sticking," • Whole group sharing • Student sharing of the work they completed during the Practice and Application time
b.	Develop tools that provide • teachers with ways to keep track of student understanding, and • students with consistent feedback, regarding their learning of objectives as well as the learning strategies.	Ex. Of <i>In-the-Moment</i> Assessments: Teacher Tracking: • Conference Notes • Spreadsheet Student Evidence: • Student-generated questions and responses: both higher and lower-order • Student-generated lists • Student descriptions of the strategies they used, and why • Quizzes • "Ticket-to-Leave"

	Components Of The FEI	Instructional Examples
5	Teacher Reflection on the Lesson	
a.	Throughout the process of designing and teaching lessons, teachers should engage in a reflective practice designed to support them in their efforts to develop as professionals. This involves using the same skill of metacognition and collaboration / interaction teachers have taught their students. Teachers would never explore all of these questions at the close of a lesson, but rather, would focus on questions that related to their particular focus at a given time.	Questions for Reflection: Lesson Preparation: • Did my lesson have clear objectives that promoted analysis, evaluation and synthesis? Lesson Launch: • How did I introduce the learning strategies? • How well did I activate prior knowledge? • Did I provide new information? • How well did I link new learning with what they already know? • Did I introduce difficult vocabulary so students weren't frustrated when they came across it? • Did I continuously check for student understanding? Practice and Application: • Were students able to undertake independent work (did I scaffold the activities well enough)? • Did students interact with one another often and effectively? • Did I give students an opportunity to apply the strategies they just learned? • Did I provide activities that integrated reading, writing, listening, and speaking? • Did some part of the independent work require analysis, evaluation and synthesis? • What ideas and issues did I explore in my conferences? Assessment and Reflection: • Did I ask students to discuss their metacognition? • During my conferences, did I keep track of students' levels of understanding, to inform tomorrow's planning? • Did I link my assessment to the objective, and did it ask students to analyze, evaluation and synthesize ideas? • What was the overall level of student understanding of the day's objective? • Which students need further instruction on the material? Lesson Preparation: • How will I follow-up on this material tomorrow? • How will I address gaps in student understanding tomorrow?



Learning Across the Curriculum (LAC): Using Literacy and Learning Strategies to Teach Higher-Order Thinking

LAC is an intensive professional development program designed to support educators working with adolescents in danger of dropping-out or ageing-out of high school. The program is designed to train teachers to improve the reading and critical thinking skills of the students enrolled in their programs.

The instructional model presented during the LAC is best implemented across the faculty of a full school, or as a multi-school initiative, where teachers of all subject areas learn to integrate the following learning strategies into their lessons, curricula, and assessments:

- **high-impact literacy strategies** (questioning, predicting, inferring, visualizing, determining importance, making connections, and synthesizing) to increase students' capacity to read challenging texts;
- **sophisticated metacognitive capacities** that allow students to plan how to tackle challenging academic tasks, monitor their progress, make decisions about which strategy to use at a particular moment, choose to change strategies if one or another is not helping them progress effectively, and reflect on their learning in order to expand the quantity and quality of the information available to them;
- **higher-order thinking skills** of analysis, synthesis and evaluation.

LAC1: An Introduction to Literacy and Learning Strategies

In LAC1, CUE Coaches introduce faculty members and principals to the CUE Framework for Effective Instruction (FEI). Trainings and coaching focus on developing an understanding of the aspects of this model, with opportunities to practice using the learning strategies in activities and lessons.

LAC2: Building on the foundation established during the first year of the LAC Project

Moving beyond the creation of activities and lessons, school faculties will begin using the FEI to support the creation and implementation of a coherent, school-wide curriculum: courses, units and periodic assessments. (LAC1 is a prerequisite for participation in LAC2)

Core Activities for both LAC1 and LAC2

- **Multi-school trainings** for principals and teachers. At regular intervals during the year, educators from participating schools will meet to work and learn together. During these sessions, participants will (1) receive scaffolded training in the FEI; and (2) expand the available peer-group members and experts in their professional learning community, increasing the opportunities for collaboration and feedback.
- **On-site Professional Learning Sessions** organized to broaden and deepen the learning begun during the multi-school trainings. It is here that coaches begin to address the specific learning needs and interests of individual schools, while maintaining a collaborative element to the learning. This is the first layer of differentiation: moving from one large, inclusive group to several smaller groups (individual sites), and adjusting the project's focus accordingly. These sessions may take a number of different forms, such as Study Groups, full-school professional development, or department meetings.
- **On-site Instructional Coaching** for teachers, both in "real-time" classroom work, and in individual or collaborative sessions outside the classroom. The coaching provides teachers with the opportunity both to see strategies modeled in their own classrooms, and to practice and apply new strategies in the company of a coach who can provide collegial support in addition to concrete feedback. This is the second layer of

differentiation: moving from working with the site-based professional learning community, to partnering with individuals and small sub-groups, in an even more fine-tuned and collaborative approach to teachers' learning goals.

- **On-site Instructional Leadership Coaching** to provide expert support to Instructional Leaders as they navigate the implementation of the FEI within their programs. The coaching provides an opportunity to collaboratively explore the unique concerns and goals of leaders. Because of the complexity of the FEI-model, implementation requires significant, day-to-day leadership and support; participation in consistent and regular instructional leadership coaching will result in an acceleration of the model's use by teachers. The Leader has the opportunity to quickly become confident mentoring and supervising teachers as they practice and apply the FEI during the 80-90% of the time that the coach is not on-site, and it is through this process that the school is able to outgrow the LAC Project within two-three years.
- **Access to a handbook, as well as models, tools and templates** that can be easily used and modified by teachers and Instructional Leaders in their efforts to learn and implement the FEI in their schools: <http://www.cue.us.com>.



Core Principles of Adult Learning

The LAC project is grounded in the following core principles about adult learning and the creation of professional learning communities:

1. Improving one's teaching practice, and learning new ways of working in the classroom with students, are complex, inter-related activities that require a high degree technical expertise. The most effective professional learning environments are able to provide educators with several layers of scaffolding, providing them with opportunities to observe models of new techniques and skills; analyze and evaluate the strategies behind them; practice the new material; and apply it to their own classrooms and students.

- Educators are often asked to implement new practices without the benefit of all four layers of scaffolding, and as a result it becomes very difficult for teachers to feel and be effective in their work.

2. Learning is most effective when collaboration is an integral part of the process.

- The isolation of teachers from their peers works powerfully against their desire to develop professionally. The lack of opportunity for collegiality--and the intellectual and technical growth that accompanies it—is frequently cited as the reason why teachers leave the profession.
- Principals also have relatively little access to a community of professional colleagues devoted to developing instructional expertise in their schools.

3. Not all learners want to engage in the same tasks, nor do they learn in the same way or at the same pace, especially if they have widely differing experiences, interests, and background knowledge.

- All-too-often “one-size-fits-all” professional development programs have been imposed on teachers (and principals), ignoring their personal and collective goals for improving their practice.
- Teachers and principals need a range of opportunities and experiences to foster their learning. The skills needed to lead and participate in this sort of diverse and differentiated community are significantly more complex than those based on a premise of homogeneity.

4. Reflection, in the form of metacognition and concrete and specific feedback are critical to the process of consolidating new learning.

- The most active and effective adult learners are those who have acquired the habit of responding constructively to feedback. This combination of self-confidence and metacognitive skill makes it possible for them to examine their work with a critical eye, using available models and expertise to effectively determine where they stand in relation to their particular goals.

Bibliography Of Professional Resources

Learning Strategies:

1. **Action Strategies for Deepening Comprehension**
Action Strategies for Deepening Comprehension is a wonderful resource for any educator who wants to engage students in learning and in critical thinking about text (fiction and non-fiction). The drama techniques outlined in this book are based on research and on Dr. Wilhelm's real classroom experiences. Energize students before, during, and after reading with deepening reading strategies such as inferring, prior knowledge, visualizing, making connections, and more.

Wilhelm, J. D. (2002). *Action strategies for deepening comprehension*. New York: Scholastic Professional Books.

2. Building Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom Activities.

Help struggling readers understand content area texts with research-based, innovative classroom tools that foster lifelong reading comprehension habits. This book presents easy-to-use activities organized around six habits of reading comprehension:

- Organizing text information by sculpting the main idea and summarizing
- Connecting to background knowledge
- Making inferences and predictions
- Generating and answering questions
- Understanding and remembering word meanings
- Monitoring one's own comprehension

The activities include reproducible forms and variations to help English-language learners, struggling readers, and other students who need extra support.

Zwiers, J. (2004). *Building reading comprehension habits in grades 6-12: A toolkit of classroom activities*. Newark, DE: International Reading Association.

***3. Classroom Strategies for Interactive Learning

Writing with middle school and high school content teachers in mind, Doug Buehl provides a user-friendly collection of 45 literacy skill-building strategies that may be unfamiliar to those outside the reading field. Each can be easily adapted to a variety of student ability levels. Use these tools to provide explicit instruction in reading comprehension and study strategies and to instill in your students the skills and desire to read increasingly complex materials.

Buehl, D. (2001). *Classroom strategies for interactive learning*. Newark, DE: International Reading Association.

4. Creating a Culture of Literacy: A Guide for Middle and High School Principals (NASSP)

This report is designed to help school leaders use research on best literacy practices to create a well-defined intervention plan that not only will improve the literacy of all stu-

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dents but also the long-range academic success of students by enhancing their chances for postsecondary education and future employability.

National Association of Secondary School Principals. (2005). *Creating a culture of literacy: A guide for middle and high school principals*. Reston, VA: National Association of Secondary School Principals.

5. Deeper Reading: Comprehending Challenging Texts, 4-12

Do your students often struggle with difficult novels and other challenging texts? Do they primarily comprehend at a surface level? Building on twenty years of teaching language arts, Kelly Gallagher, author of *Reading Reasons*, shows how students can be taught to successfully read a broad range of challenging and difficult texts with deeper levels of comprehension.

Gallagher, K. (2004). *Deeper reading: Comprehending challenging texts, 4-12*. Portland, ME: Stenhouse.

**6. Improving Comprehension with Think-Aloud Strategies: Modeling What Good Readers Do

With this book, Jeff Wilhelm gets to the heart of what it means to be a passionate teacher and reader, one who not only conveys to his students an enthusiasm for reading, but also shows them ways that they can comprehend, appreciate, and converse with texts of all kinds.

Wilhelm, J. D. (2001). *Improving comprehension with think-aloud strategies: Modeling what good readers do*. New York: Scholastic Professional Books.

7. Quality Comprehension: A Strategic Model of Reading Instruction Using Read Along Guides

Improve the comprehension of your intermediate-grade students with the *Quality Comprehension Model*, a four-part approach to reading comprehension instruction that synthesizes and refines best practices. By using this Model, you will discover how to develop unique solutions for your students' individual needs through instruction in key comprehension strategies, independent activities, assessments, and the innovative Read-Along Guide. The Read-Along Guide is an integral tool that reinforces direct instruction of comprehension strategies and helps you monitor and evaluate your students' reading of both fiction and nonfiction texts.

Athans, S. K., & Devine, D. A. (2008). *Quality comprehension: A strategic model of reading instruction*. Newark, DE: International Reading Association.

**8. Reading to Learn: A Classroom Guide to Reading Strategy Instruction, Grades 4-12

This classroom guide provides an overview of the nine reading comprehension strategies of the Vermont Reading Initiative and describes a number of "tools" that can be used to help students master each strategy. The report includes worksheets that help educators structure lesson plans and also gives educators frameworks to help them evaluate student work and progress and identify students who are falling behind.

Boke, N. (2007). *Reading to learn: A classroom guide to reading strategy instruction, grades 4-12* (G. Hewitt, Ed.). Burlington, VT: Vermont Strategic Reading Initiative: http://www.education.vermont.gov/new/html/pgm_curriculum/literacy/reading/reading_to_learn.html

****9. Strategies That Work: Teaching Comprehension to Enhance Understanding**

Since its publication in 2000, *Strategies That Work* has become an indispensable resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers. In this revised and expanded edition, Stephanie and Anne have added twenty completely new comprehension lessons, extending the scope of the book and exploring the central role that activating background knowledge plays in understanding. Another major addition is the inclusion of a section on content literacy, which describes how to apply comprehension strategies flexibly across the curriculum.

Goudvis, A., & Harvery, S. (2007). *Strategies that work: teaching comprehension to enhance understanding* (2nd ed.). Portland, ME: Stenhouse.

****10. Struggling Adolescent Readers: A Collection of Teaching Strategies**

This compilation, comprised almost entirely of articles from the Journal of Adolescent & Adult Literacy, suggests ways to generate academic engagement and success, and ways to break cycles of failure with struggling adolescent readers. The articles acknowledge students' beliefs and situations that interfere with learning while presenting ways to inspire teens to be resilient and take charge of their learning.

Alvermann, D. E., Hinchman, K. A., & Moore, D. W. (Eds.). (2000). *Struggling adolescent readers: A collection of teaching strategies*. Newark, DE: International Reading Association.

11. Teaching Comprehension Strategies All Readers Need

For students to understand what they read, they need to be taught strategies good readers use. This book looks at how two gifted teachers do just that. Nicole Outsen and Stephanie Yulga cover key strategies such as making predictions, creating mind pictures, identifying big ideas, and connecting to texts on many levels. Each strategy is explored in depth, with lesson launches for introducing it and deepening students' use of it.

Outsen, N., & Yulga, S. (2002). *Teaching comprehension strategies all readers need*. New York: Scholastic Teaching Resources.

Content Area Strategies:

****1. 50 Content Area Strategies for Adolescent Literacy**

From some of the best-known authors in the field comes a book that provides in-service and pre-service teachers with practical information about improving students reading, writing, and oral language development. Examples from science, social studies, English, math, visual and performing arts, and core electives ensure that all middle and high school teachers will find useful ideas that they can implement immediately. This book provides readers with examples of fifty evidence-based instructional strategies that can be used across content areas to ensure that reading and writing occur in all classes.

Brozo, W. G., Fisher, D., Frey, N., & Ivey, G. (2006). *50 content area strategies for adolescent literacy*. Upper Saddle River, NJ: Prentice Hall.

2. Do I Really Have to Teach Reading? Content Comprehension, Grades 6-12

"Do I really have to teach reading?" This is the question many teachers of adolescents are asking, wondering how they can possibly add a new element to an already overloaded curriculum. And most are finding that the answer is "yes." If they want their students to learn complex new concepts in different disciplines, they often have to help their students become better readers. Building on the experiences gained in her own language arts classroom as well as those of colleagues in different disciplines, In *Do I Really Have to Teach Reading?*, Cris shows how teachers can expand on their content expertise to provide instruction students need to understand specific technical and narrative texts

Tovani, C. (2004). *Do I really have to teach reading?: Content comprehension, grades 6-12*. Portland, ME: Stenhouse.

****3. Guiding Readers Through Text: A Review of Study Guides**

Study guides are useful tools for enhancing instruction at any grade level and in any content area. This practical book discusses why and how study guides help students comprehend text, while emphasizing the most effective ways to use these guides in the classroom. Complete descriptions, along with examples from a wide variety of lessons in primary through secondary grades, will help teachers select the best guides for their purposes.

Flood, J., Lapp, D., & Wood, K. D. (1992). *Guiding readers through text: A review of study guides*. Newark, DE: International Reading Association.

****4. Handbook of Content Literacy Strategies: 125 Practical Reading and Writing Ideas, Second Edition**

Teachers who have used the first edition of this book praise it for its outstanding strategies and teaching ideas. And now authors Stephens and Brown have added over 50 new ones, plus two new chapters, one dealing with struggling readers and writers and one to help you get started using literacy strategies in your content classes. Here you get sound ideas for integrating reading and writing as tools for learning in the content areas, all solidly grounded in research-based learning theories. Nonfiction and fiction literature are incorporated throughout.

Brown, J. E., & Stephens, E. C. (2004). *Handbook of content literacy strategies: 125 practical reading and writing ideas, second edition*. Norwood, MA: Christopher-Gordon Publishers.

5. Illuminating Texts: How to Teach Students to Read the World

Today's students face such a barrage of competing texts in so many different forms and media that it's almost impossible to know what to trust and where to turn anymore. So it's now up to teachers to help students determine not only what should be read, but how it should be read. *Illuminating Texts* explores the powerful idea of "textual intelligence," offers both practical and theoretical information on teaching and reading, and explains how to incorporate the newest ideas and techniques into actual classroom practice.

Burke, J. (2001). *Illuminating texts: How to teach students to read the world*. Portsmouth, NH: Heinemann.

6. Subjects Matter

Finally a book about content-area reading that's just as useful to math, science, and history teachers as it is to English teachers! Lively, practical, and irreverent, *Subjects Matter* points the way to activities and materials that energize content and engage students across all subject areas. Harvey Daniels and Steven Zemelman, authors of a dozen influential books on literacy and cofounders of Best Practice High School, bring their trademark style—teacher friendly and kid wise—to the reality of today's middle and high schools. *Subjects Matter* shows how young people can read and succeed across the curriculum, and how their teachers can help.

Daniels, H., & Zemelman, S. (2004). *Subjects matter*. Portsmouth, NH: Heinemann.

**7. Teaching Reading in Social Studies, Science and Math

Help students read and engage with textbooks, and navigate the special demands of any nonfiction text structure. Master teacher Laura Robb shares dozens of strategy lessons to use before, during and after reading. Other chapters demonstrate how to support students one-on-one, use discussions to deepen learning, build vocabulary, and use literature in content areas.

Robb, L. (2003). *Teaching reading in social studies, science and math*. New York: Scholastic Teaching Resources.

**8. Teaching Reading in the Content Areas

Make the teaching of reading a practical goal in every subject with the principles and strategies from this book. Based on three interactive elements that apply to every reading situation, the authors explain:

- Why it's good to always relate new vocabulary to the concepts you want students to learn
- How to ask questions so students will make inferences and perceive relationships in what they read
- Whether to use a guided or a reflective discussion to promote understanding
- Why identifying text structure should never be an important outcome of reading

Billmeyer, R., & Barton, M. L. (2002). *Teaching reading in the content areas: If not me, then who? 2nd ed.* Alexandria, VA: Association for Supervision and Curriculum Development.

**9. Teaching Reading in Mathematics, 2nd Edition

Integrate the teaching of literacy in mathematics classes at every grade level with the tips and advice from this expert, expanded guide. Included are math-specific strategies that teachers can use in their classes right away and tips to help students become more proficient in reading and communicating in mathematics.

Barton, M. L., & Heidema, C. (2002). *Teaching reading in mathematics, 2nd edition*. Aurora, CO: Mid-continent Research for Education and Learning.

**10. Teaching Reading in Science

As an instructional guide or a resource for professional development this publication addresses both general reading skills and those specific skills needed for readers of science text. This publication addresses reading in science in terms of three interactive elements that affect comprehension: the reader, the climate, and text features.

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Barton, M. L., & Jordan, D. L. (2001). *Teaching reading in science: A supplement to the Second Edition of Teaching Reading in the Content Areas Teacher's Manual*. Aurora, CO: Mid-continent Research for Education and Learning

**11. Teaching Reading in Social Studies, 2nd Edition

Help students at all levels overcome the challenges of reading the concept- and information-rich content of social studies with the guidelines and strategies from this supplement to the best-seller, *Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Edition*. Explore 32 different strategies that help improve social studies learning and achievement, including vocabulary strategies, narrative text strategies, informational text strategies, and reflection strategies. Each strategy consists of a description of the strategy, a discussion of how to use the strategy in the social studies classroom, explicit instructions on its implementation, and examples from the various disciplines of social studies, including American history, world history, geography, government / civics, and economics.

Barton, M. L., Cameron, G. N., & Doty, J. K. (2003). *Teaching reading in social studies, 2nd edition*. Aurora, CO: Mid-continent Research for Education and Learning.

13. Teaching Adolescent Writers

In an increasingly demanding world of literacy, it has become critical that students know how to write. From the demands of standardized tests to those of the wired workplace, the ability to write well, once a luxury, has become a necessity. In *Teaching Adolescent Writers*, Kelly Gallagher shows how students can be taught to write effectively. He shares a number of classroom-tested strategies that enable teachers to motivate young writers, understand the importance of teaching writing, and assess essays in ways that drive better writing performance.

Gallagher, K. (2006). *Teaching adolescent writers*. Portland, ME: Stenhouse.

14. Turning Points: Teaching Literacy in Turning Points Schools

Turning Points is a national design for middle school change. The design focuses on restructuring middle schools to improve learning, teaching, and assessment for all students. It is based on the seminal *Turning Points* report issued by the Carnegie Corporation in 1989, which concentrated on the considerable risks that young adolescents face as they reach the "turning point" between childhood and adulthood. The purpose of this guide is to provide a middle school literacy model, to describe practices and strategies of literacy education, and to assist school communities as they implement a balanced Turning Points literacy program that is responsive to the particular needs of middle school students.

The Center for Collaborative Education. (2001). *Turning Points: Teaching Literacy in Turning Points Schools*. Boston, MA:

Metacognition And Assessment

**1. Checking for Understanding: Formative Assessment Techniques for your Classroom

In checking for Understanding the authors show how to increase students' understanding with the help of creative formative assessments. When used regularly, these types of assessments enable every teacher to determine what students know, what they need to know, and what type of instructional interventions are effective. The authors explore a va-

riety of engaging activities that can build understanding, including interactive writing, portfolios, multimedia presentations, audience response systems, interactive hand signals, and public performances.

Fisher, D. & Frey, N. (2007). *Checking for Understanding: Formative Assessment Techniques for your Classroom*. Alexandria, VA: ASCD.

2. Comprehension Shouldn't Be Silent: From Strategy Instruction to Student Independence

Teach your elementary students to think about and discuss their reading with the Metacognitive Teaching Framework, which includes direct strategy instruction, structured independent reading blocks, and self-assessment goal-setting plans. Numerous activities and reproducibles will help you teach cognitive strategies such as predicting, making connections, questioning, visualizing, and summarizing.

Clausen-Grace, N., & Kelley, M. J. (2007). *Comprehension shouldn't be silent: From strategy instruction to student independence*. Newark, DE: International Reading Association.

**3. Making Classroom Assessment Work

Making Classroom Assessment Work provides a thoughtful and thought-provoking framework that teachers and administrators can use to reconsider how assessment is working in their classrooms. From building the foundation for student involvement through to ways to report, the author provides a bridge between what the research shows and what teachers can do in their classroom.

Davies, A. (2000). *Making Classroom Assessment Work*. British Columbia, Canada: Connections Publishing.

**4. Using Metacognitive Assessments to Create Individualized Reading Instruction—This book supplies you with easy access to different styles of metacognitive assessment—assessments that reveal students' own thinking about the reading process and their use of before, during, and after-reading strategies. In addition you will learn how to use the results of these assessments to gain a deeper understanding and appreciation of your students' reading abilities and to more effectively create individualized reading instruction.

Israel, S. (2007). *Using Metacognitive Assessments to Create Individualized Reading Instruction*. Newark, DE: International Reading Association.

Curriculum Planning And Higher-Order Thinking

1. The Democratic Differentiated Classroom

This book provides tips and strategies which unify two popular and effective trends: the differentiated classroom, in which teachers align their instruction to meet the needs of individual students; and the democratic classroom in which students are intrinsically motivated to learn because they are given chances to make choices. Included are ten easy-to-easy tools which provide a framework of choices and a chapter on how to group students in various ways for differentiation.

Waterman, S. S. (2007). *The Democratic Differentiated Classroom*. Larchmont, NY: Eye on Education.

2. *Differentiating Using Bloom's Taxonomy: Math, Science, Social Studies, Reading, Writing, and Research* This packet of six slim handbooks take the reader through the process of planning content area lessons that ask students to analyze, evaluate, synthesize and innovate, using groups, learning circles, learning centers and stations, individual work, and independent study.

Lester, J. (2006). *Differentiating Using Bloom's Taxonomy: Math, Science, Social Studies, Reading, Writing, and Research*. Pieces of Learning: <http://piecesoflearning.com/store/bloomstaxonomy.html>.

3. Differentiated Instruction Using Technology: A Guide for Middle and High School Teachers

This book demonstrates that you can manage the complexities of differentiated instruction by using technology as you teach. It showcases classroom-tested activities and strategies which are easy to apply in your own classroom.

Benjamin, A. (2005). *Differentiated Instruction Using Technology: A Guide for Middle and High School Teachers*. Larchmont, NY: Eye on Education.

4. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Outcomes

This revision of Bloom's taxonomy is designed to help teachers understand and implement standards-based curriculums. The book presents a two-dimensional framework, focusing on knowledge and cognitive processes. In combination, these two define what students are expected to learn in school. Like no other text, it explores curriculums from three unique perspectives- learning, curriculum and instruction, and assessment. This "revisited" framework allows you to connect learning in all areas of curriculum.

Anderson, L & Krathwohl, D. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Outcomes*. New York, NY: Addison-Wesley Longman.

5. Understanding by Design (2nd Edition)

The book opens by analyzing the logic of backward design as an alternative to coverage and activity-oriented plans. Though backward from habit, this approach brings more focus and coherence to instruction. The book proposes a multifaceted approach, with the six "facets" of understanding. The facets combine with backward design to provide a powerful, expanded array of practical tools and strategies for designing curriculum, instruction, and assessments that lead students at all grade levels to genuine understanding.

Wiggins, G. & McTighe, J. (2005). *Understanding by Design (2nd Edition)*. Upper Saddle River, NJ: Prentice Hall.

(Draft) Trajectory for the Learning Strategies for Science / History / ELA



It should be noted that this is a suggestion for a trajectory and one can mix and match other strategies that seem to present themselves. To follow this as a dogma misunderstands the power of the Learning Strategies. Teachers need to be action researchers and use this as a guide for implementing these strategies. To imbed these strategies, students need to think and write about how these strategies help them understand the text (**metacognition**).

Most of the lessons for these strategies will be in each chapter of Strategies that Work which includes ideas about Teaching with the end in Mind (Assessing What We've Taught) and Differentiation. Other lessons can be found in Reading to Learn, a free, downloadable text: http://education.vermont.gov/new/html/pgm_curriculum/literacy/reading/reading_to_learn.html

1. Making Predictions

Practice making predictions from the pictures and the bolds in the text
 Read Maps and make predictions
 Predict the outcomes for first sections of the text
 Predictions using Graphics and Cartoons (Have Political Cartoons)
 Create a story board from the text headings (I will Model)
 Predictions made from Historical Statements (Read / Aloud and Japanese Internment)
 Predict and Confirm

2. Making Connections

It reminds me (93)
 Text to Self Connections
 Noticing and Thinking About New Learning (The voice inside our head) (97)
 Recognizing Distracting Connections
 Text to Text / Text to World
 Connections in Common (Pitfalls to Understanding)
 Prompting Connections
 Connecting / Reflecting / Predicting
 Building Background (99)

3. Questioning: The Strategy that propels the reader forward

Sharing your Questions (110)
 The more we learn the more we wonder
 Some Questions are Answered others are not
 Create your Wonder Books
 Thick and Thin Questions (115)
 Reading with a Question in Mind
 Questions that Lead to Inferences (119)
 Beyond the Line Questions (Combine with Blooms Taxonomy) (120)
 Lingering Questions
 Before / During / After Reading (Copy from another text)

4. Visualizing

Visualizing with Wordless Picture Books (133)
 Movies in Your Mind
 Visualizing with All Your Senses (Model for Writing)
 Storyboard your Visualizations (Cartoon Strip)
 Read Aloud and students write their visualizations (Lew's Model)

Single Sentence Imaging (Read to Learn)
Underline Image words

5. Determining Importance

Nonfiction Features that signal Importance (159)
Characteristics of Textbooks (Text Analysis / Model)
Coding Information of on Familiar / Unfamiliar Topics (Leading to Synthesis)
Topic / Detail / Response (167)
Fact / Question / Response
Creating a Data Disk
Finding Important Information not just One Main Idea
Important to Whom
Looking for Opposing Perspectives (169)
Finding Bias
Reading for Details
Structured Note taking
Double Column Notes (Copy from Lew)

5. Inferring

Inferring Unfamiliar Words (139)
Infer from Images
Text Clues (141)
Infer Concepts and Themes (142)
Infer to Understand
Questioning to Infer Historical Concepts
Using Reading Organizer
IBET (Inference / Background Info / Evidence from Text)

7. Synthesis (Create combines with Blooms Taxonomy)

Paraphrase to deepen understanding
How Reading Changes thinking (183)
Compare and Contrast to support Synthesis
Reading for Gist (184)
Thinking About the Reading
Writing as Synthesis (Looking at Perspective)
Synthesizing to Access Content
Synthesis (Seeking Answers that have none)
Magnet Summaries fro Information
Inquiry Chart / Data Disk (Lew Models)

8. Monitoring for Meaning

Following the Inner Conversation
Noticing when we Stray (79)
Noticing When You know / When you Don't
Exploring Your Thinking
Read / Write / Talk (82)

Writing Prompts for Strategies from Reading to Learn

Make Connections:

- Write a personal anecdote that comes to mind when you read the text.
- Explain the relevance of today's reading to your own life.
- Write a letter to a friend in which you explain why he / she needs to "connect" with the text.
- Write an essay that connects a statement in the text to a current event.

Analyze Structure:

- Write a brief review of the text, explaining how it is organized.
- Write a commentary on how the text is organized, explaining why the structure is helpful or how it might be improved.
- Take a piece of your own writing, and analyze its structure.

Recognize Words and Understand Sentences:

- Make a list of words and sentences you do not understand.
- Share this list with a partner and see whether the two of you can come up with definitions / understanding.
- Take a piece of your own writing, and list the words and sentences that you think are most challenging to another reader. Discuss this list with a partner.

Explore Inferences:

- List all inferences you notice in the reading. If you can detect any hidden agendas in the text, explain them in writing.
- Write a letter in the voice of the author that makes inferences regarding the importance of his / her book / text.

Ask Questions:

- Write a letter to the author, outlining your questions about the text.
- If you infer a hidden agenda within the text, write the questions you think a lawyer might ask the author in a cross examination.
- Keep a list of the questions you're asking yourself as you read the text. Discuss with a friend.

Determine Important Ideas and Themes:

- Before reading the text, spend five minutes skimming it in any way you see fit, then write what you think are the most important ideas and themes.
- Write a persuasive paragraph that supports or attacks the important idea / theme of today's reading.
- Keep a journal of the most important ideas and themes you encounter.

Evaluate, Summarize, Synthesize:

- Write a brief personal response to today's reading.
- Write a summary of what you read today.
- Write any ideas you have that may have sprung from today's reading.

Monitor for Meaning:

- As you are reading the text, keep track of how many times you reread and adjust.
- When you stop reading, write a journal entry that explains the strategies you used, especially where and how you adjusted your approach to the text.
- Write a short paragraph about a piece of your own writing, exploring where you think a reader might want to "reread and adjust".

Reading Strategies Rubric

Strategy	Remember	Understand/Apply	Analyze	Evaluate	Synthesize
Questioning: The Reading creates questions about the text.	Asks irrelevant questions	Asks obvious questions	Asks questions to clarify meaning (THIN)	Asks questions to uncover meaning in the text. (THICK)	Asks questions to uncover meaning and explains how asking the question deepens understanding. Uses questions to challenge the author's position, motive, or point of view.
Connections: The Reader uses background knowledge to clarify and extend their understanding of the text.	Makes no response. Does not make background connection.	Can talk about what text reminds her of, but cannot explain why. May not be clearly connected to the text.	Relates background knowledge/experience to the text and explains WHY	Expand understanding of text using background knowledge and explains how it helps her to understand the text/character better. May pose questions based on a connection between the text and background knowledge.	Explains how the connection extends beyond background knowledge and the text and offers a different way of looking at it.
Imagery: Readers use sensory activities (picturing scenes, drawing charts, diagrams, imagining sounds) to better understand the text.	No response	Describes some visual or other sensory images	Describes mental, usually visual image and explains its importance.	Describes multi-sensory images and explains how it helps you further understand the story or character.	Elaborates multi-sensory images to explain how it helps to better understand author's purpose. Explains how the process enhances comprehension.
Determine Importance: Uncovering important points and author's purpose.	Makes no response Uses random guessing Inaccurate	Identifies some elements as more important to text meaning.	Identifies words, characters, or events as more important to overall meaning and begins to explain WHY.	Identifies at least one key idea or theme as important in the overall text meaning, and clearly explains WHY.	Identifies multiple ideas or themes. Discusses author's purpose and its relation to key ideas and themes in the text.
Inferences: What you read and what you know	Makes no inference	Attempts a prediction or inference that is inaccurate or not supported by the text	Makes a prediction or inference that is consistent with the text	Makes a prediction or inference and can explain the source of it.	Develops predictions or inferences about the text that includes connections between the text and background knowledge
Synthesis Putting it all together.	Makes random responses, may give title	Retells some text events, not in sequence	Accurate retelling or summary of text events in sequence and using story elements (character, conflict, setting...etc)	Enhances mean of text by incorporating background knowledge with summary. Identifies key themes Refers to interactions between story elements (how the problem affects the character? How the setting changes the problem?)	Evaluates key themes, ideas, or story elements according to story/genre structure Explains how this process has created new meaning upon completion of the text



Anatomy Of An FEI Lesson Plan

Lesson Preparation: Goals For The Lesson

Objective of the Lesson:

Objectives will be very specific, achievable, and measurable.

They should describe the content and skills to be explored, the analysis, evaluation and synthesis activities students will engage in, and the learning strategies that will support this work.

Learning Strategy:

Resources:

Strategy Goals: There are 3 sets of strategy goals, at least some of which are likely to be unfamiliar to teachers:

- Using Literacy Strategies: prediction, determining importance, questioning, inferring, visualizing, and synthesizing.
- Developing metacognitive thinking skills, such as planning, monitoring one's understanding, employing fix-it strategies, and reflecting on one's learning.
- Learning higher-order thinking skills: analysis, evaluation, synthesis and creation.

Launching The Lesson: Building Background and Activating Prior Knowledge 20% of the Lesson

Key Vocabulary for Building Background:

Instructional Steps for Building Background:

Some Techniques:

- "Do-Now"
- Think-Aloud
- Simulation/Demo
- Mini-lecture
- Model
- KWL chart
- Anticipatory Guides
- Think-Pair-Share

The Launch is designed to do some of the following for each category of goals (content, skills and strategy):

- Activate students' prior knowledge and experience;
- Provide students with critical background information that they will need in order to understand the new material;
- Teach students to make connections between, and apply, prior knowledge to new material;
- Introduce new material.

Note: Teachers often do this very well for skill and content goals, but tend to be less familiar with how to do this with strategy goals

Students Investigate New Learning 60% of the Lesson

Steps for Independent Work:

Some Techniques:

- Group-Work
- Paired Work
- Creation of a Product:
model, video, newspaper,
analytic essay, resume
- Rehearsal for a presentation
- Debate
- Discussion

Students Synthesize New Learning 20% of the Lesson

Assessment of new learning:

Some Techniques:

- Ticket-to-leave
- Dip-sticking
- Written Reflection
- Whole Group Sharing
- Think-Pair-Share
- Complete KWL chart
- Listing
- Performance
- Quiz/Test

Reflection on new learning:

This part of the lesson should provide students with two layers of scaffolding: time to practice new using new material, as well as an opportunity for them to apply new learning to a new circumstance or situation.

This part of the lesson should be designed to maximize student opportunities to collaborate in pairs and small groups, to present and listen to each other, and to work 1:1 with the teacher.

It is while students are practicing and applying new learning that a teacher can begin to differentiate instruction in a range of ways: according to student interests, according to gaps in their skills and content knowledge, or according to the current state of their higher-order thinking skills.

While students are working together, the teacher should be engaged in checking for student understanding through the use of 1:1 or small group conferences. Data gathered during these conferences will inform the lesson preparation for the following day.

The final part of the lesson is devoted to helping students synthesize their learning of ALL of the articulated content, skill and strategy goals. It is critical to track student progress around each set of goals.

Note: Strategy assessment and reflection may be somewhat unfamiliar to teachers.

Assessment: This can be summative or formative, and should be very tightly linked to the articulated content, skill and strategy goals. This linkage is quite difficult to achieve.

Reflection: This provides students with an opportunity to strengthen the second strategy goal: metacognition.



FEI Lesson Planning Guide

1. Explain how you chose the topic of this lesson: why is it appropriate?

2. AIM/ Objective/Goal of the Lesson

- How did you create the "Objective" of your lesson?
- What did you consider?
- How did you decide which level of Bloom's Taxonomy to work on?
- What were some of the 1st objectives you created, that you discarded because they were at the lowest levels of Bloom's Taxonomy?

3. Resources

- Is there a central text for this lesson? Is there more than one text?
- How will the selected text(s) work for students who cannot read it effectively?
- Is it possible to find any texts that use different media?
- How will materials be adapted for ELL's and Sped students?

4. Learning Strategy

- I picked this learning strategy because...
- I'm expecting it will help students by...

5. Lesson Launch

- Given the topic of the lesson and the selected learning strategy, what are the most important ideas for me to teach directly?
- How will I teach them: Modeling? Read-aloud? Showing an Exemplar? Lecture?
- Which few vocabulary words/terms/concepts do I HAVE to teach in order to make this lesson successful?
- How should I teach these words? Am I expecting students to actually LEARN the words, or do I just need them to be able to figure them out quickly as they are reading, so they don't get bogged down? Do I want to teach them strategies for learning words (a Lesson Launch in and of itself)? Etc...

6. Practice

- What's the best way to give students an opportunity to practice their new learning?
- What level of Bloom's is this activity? How does this mesh with the level of the Objective: will this sort of practice help the students get to the Objective?

- What materials do I need to give the students so that they rely on me as little as possible?
- What will I be doing while students are practicing? Who will I be interacting with?
- How will students be interacting?
- How will I make sure students understand what they are practicing, in real time?
- How much time will students be practicing?

7. Application

- What's the best way to give students an opportunity to apply their new learning to a different context?
- What level of Bloom's is this activity? How does this mesh with the level of the Objective: will this sort of practice help the students get to the Objective?
- What materials do I need to give the students so that they rely on me as little as possible?
- What will I be doing while students are practicing? Who will I be interacting with?
- How will students be interacting?
- How will I make sure students understand what they are practicing, in real time?
- How much time will students be applying material?

8. Assessment

- What question(s) can I ask students that will let me know that they have learned the objective?
- How do these questions differ from the Investigation Activities: how do they push students to make new meaning from the practice and application activities?
- What level of Bloom's are these questions?
- How will you assess the students' use of the learning strategy?
- What format will I use to ask these questions: Exit-Ticket, Quiz, students working in pairs and then sharing, round-robin, journal entry?

9. Reflection

- How can I ask students to reflect on their new learning?
- How does this reflection help them think about their learning process: what works and doesn't? how they know what they know? What they did to make sure they learned what they needed to learn, etc.
- What format do I want to use for this reflection: Exit-Ticket, Quiz, students working in pairs and then sharing, round-robin, journal entry?



FEI Lesson Plan Feedback Form

Teacher:

Class:

Unit:

Period:

Date:

Observer:

Observations, Questions, Suggestions:

Lesson Preparation:

- ☐ [SCS] The day's objectives promote higher order thinking (analysis, problem-solving, evaluation, creation, synthesis);
- ☐ [SCS] Resources / materials allow for differentiation according to interest and skill;

Launch (20% of the Lesson):

- ☐ [SCS] Builds students' background by...
Activating prior knowledge? Activating prior Experience? Introducing new material (content, vocabulary, a learning strategy);
- ☐ A Model is presented that set students up for the practice and application work they will undertake;
- ☐ The plan for the "workshop" (investigation) session is communicated to students in at least 2 modes (spoken, written, visual);

Investigate (60% of the Lesson):

- ☐ [SCS] Tasks allow for differentiation and individualization, by students or the teacher;
- ☐ There are opportunities for students to both investigate how to use new skills, content, and strategies learned in the Lesson Launch;
- ☐ Students are engaged in reading, writing, speaking AND listening.

Synthesizing New Learning (20% of the Lesson):

- ☐ The assessment is tightly linked to the day's objectives, as well as the learning strategy.
- ☐ [SCS] The assessment is designed to help the teacher identify gaps in student learning, to support preparation for the next day.
- ☐ [SCS] The assessment often requires higher-order thinking.
- ☐ [SCS] The teacher establishes individualized learning goals for students based on an understanding of their strengths and gaps in skills and background knowledge;
- ☐ [SCS] Scoring rubrics, standards, and exemplars are routinely used in order to make the assessment process transparent to students.



FEI Lesson Observation Protocol

Teacher:	Class:	Unit:
Period:	Date:	Observer:

Observations, Questions, Suggestions:

Lesson Preparation:

- ☐ [SCS] The teacher has used the previous day's conferences & assessment to shape the day's plan;
- ☐ [SCS] The day's objectives promote higher order thinking (analysis, problem-solving, evaluation, creation, synthesis);
- ☐ [SCS] Resources / materials allow for differentiation according to interest and skill;

Posted in the room for students:

- The title of the Unit;
- The Focusing question;
- The day's objective/AIM
- The learning strategy goal;
- The plan for the day (agenda).

Lesson Launch (20% of the Lesson):

- ☐ [SCS] Builds students' background by...Activating prior knowledge? Activating prior Experience? Introducing new material (content, vocabulary, a learning strategy);
- ☐ A Model is presented that set students up for the practice and application work they will undertake;
- ☐ The teacher checks student understanding of the new material;
- ☐ The plan for the "workshop" (Investigation) session is communicated to students in at least 2 modes (spoken, written, visual);

Investigation (60% of the Lesson):

- ☐ [SCS] Students are interacting (1:1), small group, paired, whole class);
- ☐ Teacher is conferencing with all students to monitor progress and understanding;
- ☐ [SCS] Tasks are directed and managed by students;
- ☐ [SCS] Tasks allow for differentiation and individualization, by students or the teacher;
- ☐ There are opportunities for students to both PRACTICE and APPLY new skills, content, and strategies learned in the Lesson Launch;
- ☐ [SWS] Students and the teacher are asking "higher-order" questions, and reflecting on their learning (about the larger meaning of texts and ideas, their relationship to previously studied texts and ideas, their relationship to their particular context, etc.);
- ☐ [SWS] Students are explaining how they know what they know;
- ☐ Students are engaged in reading, writing, speaking AND listening.

Synthesizing New Learning (20% of the Lesson):

- ☐ [SWS] Students are able to articulate what they learned;
- ☐ [SCS] Students reflect on their learning, describing why they made the decisions they did;
- ☐ [SCS] Students are asked to identify gaps in their learning.
- ☐ The assessment is tightly linked to the day's objectives, as well as the learning strategy.

(cont next page)



FEI Lesson Observation Protocol (cont.)

Teacher:

Class:

Unit:

Period:

Date:

Observer:

Observations, Questions, Suggestions:

- ☐ [SWS] The assessment is designed to help the teacher identify gaps in student learning, to support preparation for the next day.
- ☐ [SWS] The assessment often requires higher-order thinking.
- ☐ [SCS] The teacher uses conferencing to gauge student understanding, and individualize instruction.
- ☐ [SWS] The teacher establishes individualized learning goals for students based on an understanding of their strengths and gaps in skills and background knowledge;
- ☐ [SCS] Scoring rubrics, standards, and exemplars are routinely used in order to make the assessment process transparent to students.

Creating & Maintaining an Effective Environment:

- ☐ [SCS] Routines and practices promote fairness and respect;
- ☐ [SCS] Rituals and routines support students' social development and group responsibility;
- ☐ [SCS] Standards for student behavior are clear and uniformly upheld;
- ☐ Materials and resources are available in the classroom, and procedures have been developed for accessing, using, and re-returning them;
- ☐ Students are habituated to getting the materials they need in order to undertake their work;
- ☐ Models/exemplars of quality student work posted;
- ☐ On-going Student work is displayed.

Student Engagement:

Arrived on time:

☐ <10% ☐ <50% ☐ >50% ☐ >90%

Actively participating in work:

Lesson Launch
Investigation
Synthesizing New Learning

☐ <10% ☐ <50% ☐ >50% ☐ >90%
☐ <10% ☐ <50% ☐ >50% ☐ >90%
☐ <10% ☐ <50% ☐ >50% ☐ >90%

Passively observing:

Lesson Launch
Investigation
Synthesizing New Learning

☐ <10% ☐ <50% ☐ >50% ☐ >90%
☐ <10% ☐ <50% ☐ >50% ☐ >90%
☐ <10% ☐ <50% ☐ >50% ☐ >90%

Actively disengaged:

Lesson Launch
Investigation
Synthesizing New Learning

☐ <10% ☐ <50% ☐ >50% ☐ >90%
☐ <10% ☐ <50% ☐ >50% ☐ >90%
☐ <10% ☐ <50% ☐ >50% ☐ >90%



A Rubric for Assessing the Implementation of the Framework for Effective Instruction

		3: Advanced	2: In Progress	1: Preparing
Lesson / Unit Preparation	3	- Identifies a higher-order focusing question that guides the unit and its lessons - Clearly defines content obj for the Unit//Lesson - Clearly defines language objs. - Clearly defines "strategy-use" objs.	- Inconsistently uses the higher-order focusing question as a guide - Content obj are implied or over-generalized - Language obj are implied or over-generalized "strategy-use" obj are implied or over-generalized	- Focusing question is not higher-order, and / or is not consistently used as a guide - Content obj are not stated - Language obj are not stated "strategy-use" obj are not stated
	2	- Several activities and tasks are planned at each level of Bloom's Taxonomy - Adapts content to all levels of student proficiency (e.g. multiple texts, visual and auditory resources)	- A few activities and tasks are located on the upper levels of Bloom's Taxonomy - Adapts content to ~2 levels of student proficiency (e.g. limited additional resources)	- Almost all activities and tasks are located on the lower levels of Bloom's Taxonomy - No adaptations of content
	1	- Tightly links the Unit's / Lesson's Focusing Question & Obj. with Formative & Summative Assessments - Creates the final summative assessment(s) before writing lesson plans - Creates rubrics for Assessments as well as classroom practices (such as group work and discussion)	- Links some aspects of the Unit's/Lesson's Focusing Question & Obj. with Formative & Summative Assessments - Outlines the final summative assessment(s) before writing lesson plans - Provides rubrics some of the time, uses rubrics inconsistently	- Misses some of the links between the Unit's / Lesson's Focusing Question & Obj. with Formative & Summative Assessments - Creates the final summative assessment(s) at the end of the Unit - Has not made the use of rubrics part of regular classroom practice
	0	Plans nightly homework to reinforce targeted objs.	Beginning to link homework to targeted objs	Inconsistently assigns homework and / or inconsistently links homework to targeted obj.
Building Background	3	- New concepts are explicitly linked to students' prior knowledge about the topic, their previous experience, or analogous concepts - Critical background information is introduced	- Few or loose links are made between new concepts and students' prior knowledge, previous experience or analogous concepts - Critical background information is referenced but not taught	Links are not made between new concepts and students' previous learning
	2	Key vocabulary in the texts is previewed and explicitly taught	A seemingly random selection of vocabulary is identified but not taught. Or, too much vocabulary is introduced at once	- The introduction of critical background information is overlooked (student knowledge-base is assumed) - Vocabulary knowledge is assumed, or is addressed informally while reading a text
	1	Begins class with a Do-Now and Lesson Launch that helps students access prior knowledge/ experience and/or presents critical new information/vocabulary	The Do-Now and Lesson Launch usurp too much of the learning time (more than 20%) and are not limited to building background	No Do-Now or Lesson Launch, or inconsistent use of the Do-Now and Lesson Launch
	0	Provides students with models of high quality projects and assignments	Models are used some of the time, but not consistently	Models are not used effectively

A Rubric for Assessing the Implementation of the Framework for Effective Instruction

		3: Advanced	2: In Progress	1: Preparing
Ensure Understanding	3	Uses several different media to teach concepts (e.g. visual, auditory, written, hand-on creation, body language/gestures, and translation into students' 1st language)	Relies heavily on a combination of written and verbal media to teach concepts	Relies heavily on verbal communication and note-taking to teach concepts
	2	- Academic language/terms/concepts are appropriately adapted and modified to meet students' academic comprehension capabilities - Instruction relies on a number of consistent rituals and routines that are familiar to students, increasing their independence - Academic speech is appropriate for students' academic language proficiency (e.g. monitoring the rate of speech, enunciation, and complexity of vocabulary/idiom use, and sentence structure and length) - Provides sufficient wait time for all students to process verbal information	- Academic language/terms/concepts are not consistently adapted. Students have a number of clarifying questions even after academic tasks are explained - Rituals and routines are beginning to be developed; not used consistently, or are too few in number - Academic speech is becoming more appropriate for students' academic language proficiency, but there is inconsistency	- Academic language/terms/concepts are often either over-simplified or unexplained. Students have significant confusion about the nature of assigned academic tasks - Rituals and routines are under-developed; students are dependent on the teacher to explain all academic tasks - Academic speech is frequently too technical, rapid and complex for students' academic language proficiency
Learner-Centered Strategies	1	- Provides opportunities for students to clarify key concepts (in 1st language if needed) - Checks on student understanding throughout the lesson (through conferences, "walk arounds", dip-sticking, full group sharing) - Anticipates confusion around difficult concepts and prepares multiple access points for the material	- Inconsistently provides sufficient wait time; more often, calls on students who process verbal information quickly - Provides some opportunities for students to clarify key concepts - Regularly checks understanding of a few students (e.g. asks a question and calls on 1 or 2 students with hands raised) - Anticipates and prepares for confusion some of the time, and/or brainstorms new access points in real time	- Does not provide sufficient wait time for students who need more time to process verbal information - Provides few or no opportunities for students to clarify key concepts - Assumes understanding much of the time, does not make checking for understanding a repeated part of every lesson - Does not have well-developed ways to address student confusion: is surprised by, or sometimes irritated by the confusion
	0	- Key learning strategies are explicitly taught in-depth in full class and small groups, based on student need - Students are provided with the opportunity to practice and apply the learning strategies over a long period of time - Students are provided with a broad range of explicit methods for applying the learning strategies to master new concepts - Students use their own judgment to make choices about the learning strategy to employ for various academic tasks - Students construct interpretations of text in a variety of ways (e.g. in readers' response notebooks, post-its, pairs, discussion)	- Key learning strategies are explicitly taught but with less depth, and not based on student need - Students are provided with a small window to practice and apply the learning strategies, but not a coherent "course of study" - Teaches a limited number of explicit methods for applying the strategies to master new concepts - Inform students of the strategy they should use for a given academic task - Students construct interpretations of text in 1 or 2 ways	- Key learning strategies are not taught, or are superficially explained - Learning strategies are not practiced and applied - Does not teach explicit methods for applying the strategies - Students construct interpretations of text primarily alone or in full class discussion



A Rubric for Assessing the Implementation of the Framework for Effective Instruction

		3: Advanced	2: In Progress	1: Preparing
Metacognitive Thinking Skills	3	☐ Students think and talk concretely about their learning process: how they learn, weakness/strengths in their learning process, etc. ☐ Students have a good awareness of their working schema ☐ Students organize their own plan for expanding their schema related to academic concepts ☐ Students monitor their learning and apply "fix-it" strategies when they become confused ☐ Students have the opportunity to make mid-course corrections to their approach to an academic task, if need be ☐ Builds students' confidence and willingness to engage in an exploration of their knowledge and thoughts ☐ Students set their own goals to improve their learning skills	☐ Students talk somewhat vaguely about their learning process ☐ Students are learning to identify what they know, but not as working schema ☐ The teacher does most of the organizing and planning for how students will expand their schema, and informs the students ☐ Students monitor their learning, but don't have "fix-it" strategies for times of confusion ☐ Provides some opportunities for mid-course corrections, but usually instigated by the teacher ☐ Is beginning to build student confidence around using metacognitive thinking skills ☐ Sometimes students set their own goals, often the teacher does	☐ Students are not asked to think and talk about their learning process ☐ Students have little awareness of how to figure out what they know ☐ The teachers does the organizing and planning, and does not make this process transparent to the students ☐ Students are not learning how to monitor their learning (e.g. they are surprised by low test/quiz grades) ☐ The teacher tell students when they need to "re-do" work after it is complete ☐ Is not focusing on building student confidence in this area ☐ The teacher sets the learning goals, or does not have individualized learning goals
	0			
Higher-Order Thinking Skills	3	☐ Blooms" the Unit's content obj and standards ☐ Explicitly teaches Bloom's Taxonomy ☐ Consistently uses scaffolding techniques to support student success with higher-order thinking ☐ Poses questions that often higher-order (e.g. analytic and interpretive, rather than literal) ☐ Students have frequent opportunities to analyze, evaluate and create ☐ Students pose and explore their own higher-order questions ☐ Students can identify the level of thinking required by various academic tasks ☐ Students have the stamina to undertake higher-order thinking tasks	☐ Bloom's" some aspects of the Unit's obj/stds ☐ Refers to the Taxonomy at times ☐ Sometimes uses scaffolding techniques that are effective, other times overlooks the need for them ☐ Poses some higher-order questions each day, but focuses more time on lower-order questions ☐ Students have some opportunities to analyze, evaluate and create: usually during assessments ☐ The teacher presents students with questions to explore ☐ Students are unsure of the level of thinking required, but they do realize there are different levels ☐ Students have some capacity to undertake higher-order thinking tasks, but do become frustrated	☐ Does not use Bloom's Taxonomy for planning ☐ Does not refer to the Taxonomy explicitly ☐ Is unsure/unable to use scaffolding effectively ☐ Higher-order questions are posed infrequently ☐ Students are generally asked to remember, understand and apply new learning ☐ Exploration is not a central feature of the class ☐ Students do not realize there are different levels of thinking (and different strategies for learning at each level) ☐ Students quickly resist and give up on higher-order thinking tasks
	2			
	1			
	0			



A Rubric for Assessing the Implementation of the Framework for Effective Instruction

		3: Advanced	2: In Progress	1: Preparing
Create Opportunities for Interaction	3	☐ 50-60% of each day, students have the opportunity to interact with one another in the completion of academic tasks (small groups, pairs, full class discussion, and reciprocal teaching) ☐ Student groupings are flexible and determined by changing student needs	☐ Students interact with one another for a portion of the day ☐ Student groups are mostly static, assuming consistent student needs; or, student groups are informally determined w/out accounting for needs ☐ Teacher/student interaction sometimes occurs 1:1 ☐ Rituals and routines for interaction are unevenly used by students ☐ Furniture arrangement allows for some flexibility, but not on a daily basis	☐ Student interaction is limited: students generally work alone, or with the teacher ☐ Student groups are not a feature of the classroom ☐ Teacher/student interaction mostly occurs during whole group instruction or discussion ☐ Rituals and routines for interaction are mostly absent in the classroom ☐ Furniture is generally arranged so that the teacher is at the center of almost all interaction (e.g. rows)
	2	☐ Teacher/student interaction is frequent, but often 1:1 ☐ Rituals and routines for interaction are well-established, and used by students ☐ Furniture arrangement is flexible: it supports individual and collaborative work, more than teacher-centered work	☐ Sometimes provides students with choice ☐ Sometimes provides manipulatives and hands-on materials ☐ Makes some changes to pace and level of instruction, rarely changes kind of instruction ☐ Learning resources are assigned to students when the teacher determines they are needed, and their use is supported by some rituals and routines	☐ Rarely provides students with choice ☐ Rarely provides manipulatives and hands-on materials ☐ Rarely changes the pace level and kind of instruction ☐ Few learning resources are available to students beyond a textbook and/or photocopies
	1	☐ Provides students with choice regarding ways to practice and apply new learning ☐ Makes manipulatives and hands-on materials available to students ☐ Changes the momentum, level or kind of instruction based on learners' needs, styles or interests ☐ Learning resources are available to students, and their use is supported by routines and rituals (e.g. computers, paper, atlases, work folders, missed assignments, dictionaries, reference books)	☐ Some student work is displayed, but not necessarily work that is a learning resource ☐ High quality examples are inconsistently available to students	☐ Student work is not visible ☐ High quality examples are rarely available to students
	0	☐ High quality examples of finished projects and tasks are available as learning resources		
Practice / Apply New Learning	3	Devotes 60% of class time to . . . ☐ Asking students to use their learning in new ways ☐ Providing opportunities for students to explore their own, higher-order questions...	Devotes less than 50% of class time to . . . ☐ Asking students to repeat/practice their learning, occasionally application is required ☐ Providing opportunities for students to explore the teacher's higher-order questions...	Devotes less than 40% of class time to . . . ☐ Asking students to repeat/practice their new learning, application is rarely required ☐ Providing opportunities for students to explore the teacher's lower-order questions...
	2	☐ Provides students with choice regarding ways to practice and apply new learning ☐ Makes manipulatives and hands-on materials available to students ☐ Changes the momentum, level or kind of instruction based on learners' needs, styles or interests ☐ Learning resources are available to students, and their use is supported by routines and rituals (e.g. computers, paper, atlases, work folders, missed assignments, dictionaries, reference books)	☐ Sometimes provides students with choice ☐ Sometimes provides manipulatives and hands-on materials ☐ Makes some changes to pace and level of instruction, rarely changes kind of instruction ☐ Learning resources are assigned to students when the teacher determines they are needed, and their use is supported by some rituals and routines	☐ Rarely provides students with choice ☐ Rarely provides manipulatives and hands-on materials ☐ Rarely changes the pace level and kind of instruction ☐ Few learning resources are available to students beyond a textbook and/or photocopies
	1	☐ Student work is prominently displayed, accessible as a learning resource ☐ High quality examples of finished projects and tasks are available as learning resources	☐ Some student work is displayed, but not necessarily work that is a learning resource ☐ High quality examples are inconsistently available to students	☐ Student work is not visible ☐ High quality examples are rarely available to students
	0			



A Rubric for Assessing the Implementation of the Framework for Effective Instruction

Review and Assessment		3: Advanced	2: In Progress	1: Preparing
3 2 1 0	Reflect on Lessons / Units	Devotes 20% of class time to . . . ☐ Reviewing key concepts and vocabulary at the end of each lesson ☐ Assessing the development of higher- and lower-order thinking skills ☐ Assessing the development of metacognitive thinking skills ☐ Assessing student capacity to use learning strategies to tackle academic tasks ☐ Assessing student capacity to explore the unit's focusing question --- ☐ Provides opportunities for students to demonstrate learning in a range of formats: presentation, discussion, research paper, journals, essays, art work, interview, etc. ☐ Uses a "Ticket-to-Leave" to assess progress in using strategies, metacognitive skills, and higher-order thinking skills ☐ Provides regular feedback to students on their output ☐ Confers with each student at least once a week to assess progress ☐ Focuses conferences on both HOW students are learning and WHAT they are learning ☐ Maintains a system for tracking progress revealed during weekly conferences ☐ Modifies planned lessons based on needs identified during conferences	Devotes less than 10% of class time to . . . ☐ Reviewing some of the key material ☐ Sometimes assessing the development of thinking skills ☐ Sometimes assessing the development of metacognitive thinking skills ☐ Sometimes assessing student capacity to use learning strategies ☐ Sometimes assessing student capacity to explore the unit's focusing question --- ☐ Primarily relies on written forms of assessment ☐ Primarily uses the "Ticket-to-Leave" to assess content knowledge ☐ Provides somewhat timely feedback on output ☐ Focuses conferences on students who are struggling ☐ Focuses conferences on content students are struggling with ☐ Mentally/anecdotally tracks students' progress ☐ Makes some adjustments to lesson plans based on student needs	Inconsistently devotes class time to . . .
		☐ Sets 1 or 2 "SMART" goals for instructional improvement ☐ Takes stock of progress towards meeting goals after completing lessons/units ☐ Makes mid-course corrections as needed and / or suggested by others ☐ Solicits feedback from coaches, peers and supervisors ☐ Documents progress towards meeting improvement goals (e.g. videotape, student evaluations, intervention letters, supervisor evaluations, personal reflections) ☐ Reads/views relevant research/resources to support achievement of goals	☐ Sets either too many goals, or goals that aren't "SMART" ☐ Sometimes takes stock of progress specific to meeting goals ☐ Makes some mid-course corrections ☐ Mostly works autonomously ☐ Anecdotally documents progress towards meeting improvement goals ☐ Uses resources sporadically and inconsistently. Relies primarily on anecdotal support	☐ Does not set long-term goals ☐ Does not take stock of progress ☐ Is somewhat resistant/unable to make mid-course corrections ☐ Is guarded about receiving support and feedback ☐ Does not document progress towards meeting improvement goals ☐ Does not rely on resources to support improvement efforts



Fei: Questions For Reflecting On A Lesson

Throughout the process of designing and teaching lessons, teachers should engage in a reflective practice designed to support them in their efforts to develop as professionals. This involves using the same skill of metacognition and collaboration / interaction teachers have taught their students.

Teachers would never explore all of these questions at the close of a lesson, but rather, would focus on questions that related to their particular focus at a given time.

Questions for Reflection

Lesson Preparation:

- Did my lesson have clear objectives that promoted analysis, evaluation and synthesis?

Lesson Launch:

- How did I introduce the learning strategies?
- How well did I activate prior knowledge?
- Did I provide new information?
- How well did I link new learning with what they already know?
- Did I introduce difficult vocabulary so students weren't frustrated when they came across it?
- Did I continuously check for student understanding?

Practice and Application:

- Were students able to undertake independent work (did I scaffold the activities well enough)?
- Did students interact with one another often and effectively?
- Did I give students an opportunity to apply the strategies they just learned?
- Did I provide activities that integrated reading, writing, listening, and speaking?
- Did some part of the independent work require analysis, evaluation and synthesis?
- What ideas and issues did I explore in my conferences?

Assessment and Reflection:

- Did I ask students to discuss their metacognition?
- During my conferences, did I keep track of students' levels of understanding, to inform tomorrow's planning?
- Did I link my assessment to the objective, and did it ask students to analyze, evaluation and synthesize ideas?
- What was the overall level of student understanding of the day's objective?
- Which students need further instruction on the material?

Lesson Preparation:

How will I follow-up on this material tomorrow?

How will I address gaps in student understanding tomorrow?



FEI Lesson Plan Template

Objective of the Lesson:

Learning Strategy:

Resources:

Vocabulary for Building Background:

Lesson Launch: Building Background / Activating Prior Knowledge 20% of the Lesson

Instructional Steps for
Building Background:

Investigation Of New Knowledge 60% of the Lesson

Steps for Independent
Work to practice AND
apply new learning:

Synthesize Learning 20% of the Lesson

Assessment of new
learning:

Reflection on new
learning:

Homework:



Course Name:

Unit Name:

Lesson Preparation: Goals For The Lesson

Essential Questions(s) or Higher-Order Thinking Objective for this Lesson:

Resources for this Lesson:

Cross-Disciplinary Learning Strategy Goals:
Higher-Order Thinking Skills

Unit Content / Skill Goals:

Skills / Concepts I expect students to learn during this unit
(for summative assessment)

Literacy Strategies:

Skills / Concepts I am introducing, and plan to work on all term (for formative assessment only at this point)

Literacy Strategies:

Skills / Concepts I expect to already be familiar with (for review)

Key concepts, terms and vocabulary (to be explicitly taught or reviewed IN THIS Lesson)

Resources for this Lesson

It is not necessary to have Learning Strategy Goals in each of the boxes. Different lessons will focus on different strategies. Don't try to cover too much in one lesson. One content / skill goal is perfectly sufficient.

Launch: Building Background / Activating Prior Knowledge 20% Of The Lesson

Steps for Building
Background:

Investigate New Knowledge 60% Of The Lesson

Steps for Independent
Work to practice AND
apply new learning :

Synthesize New Learning 20% Of The Lesson

Assessment of new
learning

Reflection on new
learning

*This is where you model a strategy, teach or review important vocabulary or concepts, help students make connections to material they have already learned or their own experience, and make sure they are prepared for the practice / application sessions to follow.

*This is where students have an opportunity to work together and with the teacher on practicing and applying the materials introduced in the Lesson Launch. Try to create a good balance between practicing / applying strategies and content / skills: some lessons can focus more on one, others on the other, some lessons will be a good combination.



FEI Unit Plan

Course Name:

Unit Name:

Resources for this Lesson:

Unit Content / Skill Goals

- "I can...
- "I understand...
- "I know how to...
- "I am learning how to...
- "I know what the teacher is looking for during...

Cross-Disciplinary Learning Strategy Goals

Higher-Order Thinking Skills: "I am able to..."

-

Literacy Strategies: "I can ..."

-

Metacognition: "I am able to..."

-

Lower-Order Thinking Skills: "I am able to..."

Evidence of Understanding

Daily Real-Time Assessment Practices:

Examples of Questions / Tasks for Exit Tickets, Quizzes, Journal Entries, and Round Robins

Higher-order Thinking Skills:

-

Literacy Strategies:

-

Metacognition:

-

Lower-order Thinking Skills:

-

Small-scale Performance Tasks:

-

A Benchmark Assessment:

Key Lesson Plans:



FEI Unit Plan Extended

Course Name:

Unit Name:

Essential Questions(s) or Higher-Order Thinking Objective:

Unit Content / Skill Goals :

Skills / Concepts I expect students to learn during this unit
(for summative assessment)

Cross-Disciplinary Learning Strategy Goals:

Higher-Order Thinking Skills

Literacy Strategies:

Skills / Concepts I am introducing, and plan to work on all term (for
formative assessment only at this point):

Skills / Concepts I am introducing, and plan to work on all term (for
formative assessment only at this point):

Skills / Concepts I expect to already be familiar with (for review):

Metacognition:

Key concepts, terms and vocabulary (to be explicitly taught):

Lower-Order Thinking Skills:

Resources for this Lesson:

Evidence of Understanding

Daily Real-Time Assessment Practice

Examples of Questions / Tasks for Exit Tickets, Quizzes, Journal Entries, and Round Robins
Higher-order Thinking Skills

Literacy Strategies:

Metacognition:

Lower-order Thinking Skills:

Small-scale Performance Tasks:

A Benchmark Assessment:

Ideas for Lesson Launchs

1.

Key Lesson Plans

1.



A Rubric for Benchmark Assessments

	Lower-Order Thinking	"Mid"-Level Thinking	Higher-Order Thinking
Using Literacy Strategies			
Metacognition			
Products			



Template for Blooming a Unit

Unit Name:

Essential / Focusing Question(s):

Resources:

Remember

Understand

Apply

Analyze

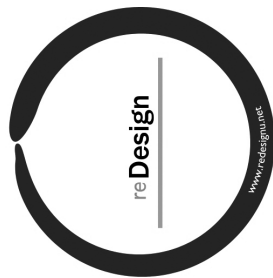
Evaluate

Create:



Bloom's Taxonomy Lesson / Activity Planning Template

	Teacher Role	Student Role	Student Actions	Products	Learning Activities
Higher-order thinking	Creating (Putting together ideas or elements to develop an original idea or engage in creative thinking).	Facilitate Extend Reflect Analyze Evaluate	Design Formulate Plan Take risks Modifies Create Propose	Designing Constructing Planning Producing Inventing Devising Making	Fine Arts Story / Poem Write about product your feel-ings... Plan New game
	Evaluating (Judging the value of ideas, materials and methods by developing and applying standards and criteria).	Clarify Accept Guide	Judge Dispute Compare Critique Assess Argue Decide	Checking Hypothesis- ing Detecting Monitoring Critiquing Experiment- ing Judging	Debate Panel Report speech Evaluation Letter to Edi- tor Investigation Verdict Persuasive Conclusion Essay
	Analysing (Breaking information down into its component elements).	Probe Guide Observe Evaluate Act as a Resource Question	Discuss Argue Debate Calculate Investigate Inquire Question	Comparing Organising Deconstructing Attributing Outlining Structuring Integrating	Question- naire/Survey Database Checklist Letter to Editor Report Graph Outline Spreadsheet Biography
Lower-order thinking	Applying (Using strategies, concepts, principles and theories in new situations).	Show Facilitate Observe Evaluate Organize Question	Solve Problem Calculate Compile Complete Evaluate Illustrate Construct	Implementing Carrying out Using Executing	Illustration Simulation Model Presentation Interview Performance Write an Explanation
	Understanding (Understanding of given information)	Demonstrate Listen Question Compare Contrast Examine	Explain Describe Outline Relate Translate Demonstrate Interpret	Interpreting Exemplify- ing Summaris- ing Inferring Paraphras-	Redite List Summary Label Outline Retell Explain Sequence Example Quiz / Test
	Remembering (Recall or recognition of specific information).	Direct Show Tell Examine	Respond Remember Absorb Recognize	Recognising Listing Describing Identifying	Quiz/Test Definition Fact Concept Map Chart Label List Timeline Reproduce



Unit Plan: Who Am I? / Course: "Readers' Workshop" Created by Antonia Rudensine (c) 2009.

Essential Questions/Higher-order thinking Objectives:

What are the factors that shape one's identity?

What are some of the factors I believe have shaped my identity?

Unit Content / Skill Goals

- "I understand how identity is constructed in "American Born Chinese."
- "I understand the key components of character analysis;"
- "I understand how the classroom library is organized, and can find books easily;"
- "I can select an "appropriate" Independent Reading Book;"
- "I am learning how to set "appropriate" goals for myself in my Independent Reading Practice;"
- "I know what the teacher is looking for during conferences and observations;"
- "I am learning how to work in a collaborative group;"
- "I am learning how to listen, and respond, to my peers."

Cross-Disciplinary Learning Strategy Goals

- **Higher-Order Thinking Skills:** "I am able to evaluate the extent to which I agree with the author's perspective of the factors that shape a person's identity."
- **Literary Strategies:** "I can use inference, making connections, and determining importance to begin developing a Personal Identity Framework."
- **Metacognition:** "I am able to accurately identify areas and quality of new learning, and areas where I plan to grow."
- **Lower-Order Thinking Skills:** "I am able to use 2 new graphic organizers to organize my ideas about the nature of identity in the texts we are reading."

Resources

Class Text: American Born Chinese, by G.L. Yang. A graphic novel selected for 3 reasons: **1.** High Interest content. **2.** The images and simple language makes the plot accessible to all students in the class. **3.** The themes of identity can be explored at multiple cognitive levels, supporting all students' cognitive growth.

Evidence of Understanding

Daily Real-Time Assessment Practices

- Daily Wrap-Up activities such as an Exit Ticket, Quiz, or round-robin sharing.
- Weekly in-class conferences with the teacher regarding their thoughts about their reading.
- Almost daily writing activities, where students learn to express their ideas about literature in writing.
- Daily informal observations: the teacher circulates while students read and write.

Examples of Questions / Tasks for Exit Tickets, Quizzes, Journal Entries, and Round Robins

- **Higher-order Thinking Skills:** Determine the extent to which you agree with the author about the factors s/he believes shaped identity in the text.
- **Literary Strategies:** What are the most compelling ideas in this text? What do you visualize when you read this? How is this text organized? Make a connection between this text and another one in your Literary Circle.

- **Metacognition:** How did you help yourself remember the critical events in the protagonist's life? How did you figure out the compelling ideas in the text? To what extent do you find the author's presentation of the story compelling...why do you think this is so? What are your strengths in your Literary Circle?
- **Lower-order Thinking Skills:** Describe what you think the critical factors were that shaped the protagonist in this text. Apply the same frame of reference from this text to your own biography.

Small-scale Performance Tasks

- An Identity Map
- A Character Analysis

A Benchmark Assessment: (see rubric on p. 6)

Over the course of the term, there will be 3 benchmark assessments that ask students to demonstrate the growth of their ability to effectively use the Learning Strategies to broaden & deepen their understanding of the courses' Essential Questions and core content and skills. All 3 of the below tasks need to be administered every 3 weeks in order to track growth over time:

- **Higher-order thinking task:** An Essay on the core question of the course: How is the question “Who Am I?” explored in the text? Over the course of the trimester students’ products will evidence their increasing capacity to think about identity at higher cognitive levels. For example, an early essay on identity may be fairly self-referential, or more of a description of a character, while later essays would explore the question by synthesizing ideas from multiple texts.
- **Metacognition:** A Self-Assessment documenting (1) hard data related to quantity, breadth and depth of reading: # of pages, name and range of texts, appropriateness of texts’ reading levels; (2) perceptions of, and plans for, growth as a reader: how did you grow, and what changed you; (3) perceptions of self as a learner: what have you learned about identity? Which of our mini-lessons were most helpful to you as a learner? Where are you in relation to meeting your reading goals for this course?
- **Lower-order thinking task:** A Regents-style multiple-choice question quiz; a time-

line of events; a “portrait” of the protagonist’s identity; a set of open-ended questions on the literal meaning of a text.

Core Activities within a typical week

Mon-Thurs: Reading Workshop:

- **Mini-lesson:** A read-aloud with accompanying literary or learning strategy mini-lessons; or a student Book Talk
- **Practice & Application** of new strategies during 25 minutes of independent reading, as well as a range of writing activities: such as journal entries, short essays, personal narratives, and reflections.
- **Assessment:** Sample short text analysis, requiring use of new content, skills or strategies;
- **Reflection** on reading and new strategies in a dialog journal, with peers, and with the teacher.

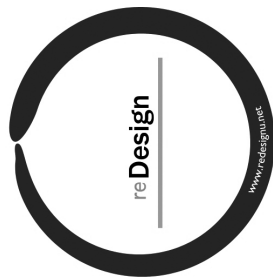
Friday: Literary Circles

- **Mini-lesson:** How to have literary discussions, communicate one’s ideas in a group, work on ideas with others, and learn from our peers.
- **Practice & Application:** Literary Discussions...over-time, student facilitated
- **Assessment:** Each student completes a “Literary Discussion Rubric” on a peer’s participation; the teacher observes the discussion and also completes a rubric for the class as a whole.
- **Reflection** on parallels and differences across the different texts

Homework: Thirty minutes of independent reading every night.

Lesson Launch Ideas:

1. Introducing the strategies of “Making connections, inference and determining importance
2. Introducing the classroom library
3. How to select an appropriate book: Interviewing a text
4. 1-2 Anticipation Activities for “American Born Chinese”
5. Introduction of Independent Reading
6. Introduction of Collaborative work groups
7. How to undertake a Character Analysis
8. How to make an Identity Chart
9. Using writing to express one’s ideas: Introduction to Reading Journals



"Unit Plan: Where do I fit in? / Social Studies Course." Created by Antonia Rudenshine (c) 2009.

Essential Question(s) or Higher-Order Thinking Objective:

What factors shape the extent to which one feels part of a community or society? What are some of the factors I believe have shaped my sense of where and how I fit into society?

This course is particularly well-suited for students who have decoding and text processing challenges. There will be an ELL aide or special education teacher in the classroom to work with small groups of students as needed.

Essential Question(s) or Higher-Order Thinking Objective:

What factors shape the extent to which one feels part of a community or society? What are some of the factors I believe have shaped my sense of where and how I fit into society?

Unit Content/Skill Goals

- "I understand some of the leading theories about the influence of race on identity;"
 - "I am learning how to take notes during lectures, podcasts, and films;"
 - "I have developed a set of definitions for: race, ethnicity, bi-racial, racism, segregation and self-segregation, discrimination, prejudice, & stereotypes."
- This course is particularly well-suited for students who have decoding and text processing challenges. There will be an ELL aide or special education teacher in the classroom to work with small groups of students as needed.

Cross-Disciplinary Learning Strategy Goals

- **Literacy Strategies/Higher-Order Thinking:** "I can determine the important ideas in film, podcasts and lectures;"
- **Literacy Strategies/Lower-Order Thinking Skills:** "I am able to make connections between different types of "texts" on race and identity in order to deepen my understanding of the factors that shape identity;"
- **Metacognition:** "I am learning to use "fix-it" strategies when I am reading a difficult text and become lost or confused." "I am learning to make plans for undertaking a complex task."

Resources

Mixed-media "texts" were selected for this unit for several reasons: 1. Note-taking skills are difficult to master and film allows students to use visual as well as aural cues to determine what is important. Podcasts can be listened to more

than once (rather than a lecture) to make the same determinations. 2. Students are still working to improve their reading skills, and good social science texts tend to be written at a 10th grade level, so mixed media can provide students with equally challenging ideas, without losing them in the texts. 3. Our students live in a media-rich world, and need structured opportunities to learn to make meaning of it.

All students will watch the video selections. In addition, students will select 4-5 of the additional resources, using their knowledge from course E1 on "How to select an appropriate text."

- **Portions of 3-4 episodes** of the film series "An American Love Story" produced by PBS that chronicles a year and a half in the life of an interracial family in Flushing, Queens, exploring questions of identity, race, family, and membership.
- **4 First-Person Readings** from the Facing History and Ourselves Resource Book: *The Holocaust & Human Behavior*: "Little Boxes," A. Wright; / "Mixed Blessings," I. Nwoko; / "Finding One's Voice," J. Lester; / "In the Barrio" A. Valdez
- **3 NPR Podcasts on Racial Identity** (Tony Cox) : "Questions of Identity, Race & Ethnicity" / "Cross-Cultural Relationships & Sex Politics" / "The Role of History on Race Identity"
- **2 texts on Racial Identity:** "This is who I am: Defining Mixed-Race Identity" (L. Turnbull, Seattle Times: Sept. 29, 2008) "Race and Racism" (from the An American Love Story Guide)

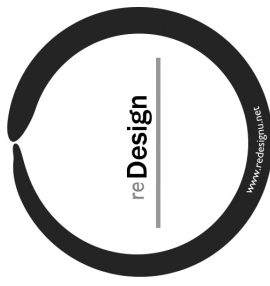
Evidence of Understanding

Real-Time Assessment Practices:

- Daily Wrap-Up activities such as an Exit Ticket, Quiz, Journal Reflection, or Round-Robin sharing.
- Weekly in-class conferences with the teacher regarding their evolving thinking on the course's themes.
- Almost daily writing activities, exploring various aspects of the course's essential question.
- Daily informal observations: the teacher circulating, while students read and write.

A Rubric A Rubric for Assessing Small-Scale Performance Tasks, Benchmark Assessments and Final Performance Assessments

	Lower-Order Thinking	"Mid"-Level Thinking	Higher-Order Thinking
Using Literary Strategies	• Retell the main points of a story. • Make connections within and amongst texts. • Visualize the images in a text (or portray a visual image in your writing). • Ask and respond to "thin" (who, what, where, when) questions about an issue or text(s)	• Determine the main idea of texts in different genres. • Analyze texts' structures to determine the main ideas in a text. • Compare and contrast different ideas about a text or theme. • Ask and explore "thick" (why/how) questions about an issue or text(s).	• Determine the theme or message in texts of different genres. • Infer the message of a text. • Synthesize one's ideas about a theme, topic or issue. • Determine the author's bias in a text. • Evaluate the quality of an argument or a set of ideas within and amongst texts.
Metacognition	• Identify one's confusion during a task. • Describe the process one used to tackle a task. • Follow teacher-generated steps for completion of a project.	• Use teacher-prompted "fix-it" strategies to address one's confusion during a task. • Understand how teacher-generated plans work to organize a task or project. • Reflect on one's learning by responding to teacher-directed prompts	• Apply one's own "fix-it" strategies to new and confusing academic tasks. • Organize a plan for undertaking a multi-step task or project. • Demonstrate self-knowledge regarding one's learning process, difficulties, style, and areas for continued improvement.
Products	• Use teacher-supplied models (such as graphic organizers or an outline) to organize a performance task, such as an essay or presentation. • Organize a performance tasks around a concrete or literal main idea.	• Organize writing according to basic conventions, such as the 5-paragraph essay. • Use a "no-frills" functional writing style. • Use writing to develop a thesis, supported by specific and persuasive details, and evidence.	• Develop a personal method for organizing one's thoughts in writing. • Develop a distinctive writing style. • Synthesize a range of ideas from multiple texts to create a personal philosophy or perspective on a topic. • Conduct independent research into a particular issue or topic.



"Unit Plan: Microorganisms and Viruses / Course Name: Living Environment"

Created by Janel Granum, 2009 (c) Used with permission.

Essential Question(s) or Higher-Order Thinking Objective:
What makes "life" interconnected?
How are living organisms interdependent? ... Can I see myself in a single cell?

Unit Content / Skill Goals

Skills/Concepts I expect students to learn during this unit (for summative assessment)
I can compare the benefits and disadvantages of bacteria
I can evaluate a peer's work
I am able to assess my own work
I can effectively use relevant information from several sources

Skills/Concepts I am introducing, and plan to work on all term (for formative assessment only at this point)
Identifying the needs of organisms
How bacteria are harmful and helpful
The different modes of transport used by microorganisms
The difference between a living organism and a virus
The importance of both shape and function

Skills/Concepts I expect to already be familiar with (for review)
I already understand the essential characteristics of living things
I am familiar with RAFT writing

Cross-Disciplinary Learning Strategy Goals Higher-Order Thinking Skills

- I know how to assess the pro and cons of microorganisms
- I am able to identify the benefits and disadvantages of different types of reproduction
- I can compare and contrast the different strategies used by unicellular and multi-cellular to maintain life
- I can assess the quality and accuracy of scientific information

Literacy Strategies

- I know how to determine important ideas in textbook reading
- I can make connections between the visual and microscopic worlds
- I am able to visualize scientific phenomena

Metacognition

- "I have developed 2 new strategies for comparing and contrasting or "distinguishing" (referring to several of your goals)
- "When I evaluate my peer's work, I find it difficult to..."
- "I notice that when I try to assess my own work I..."
- "My ideas of how life is interconnected has changed (example)....."

Lower-Order Thinking Strategies

- I am able to distinguish a living thing from a non-living thing
- I am able to distinguish a microorganism from a virus

Key concepts, terms and vocabulary (to be explicitly taught in this unit)

- Spore
- Bacteria
- Bacillus
- Capsid
- Bacteriophage
- Cocci
- Microorganism
- Unicellular
- Multicellular
- Virus
- Lytic
- Lysogenic

Resources

Books:

Bernstein, Leonard, Martin Schachter, Alan Winkler, and Stanley Wolfe. *Concepts and Challenges of Life Science*. Guilford: Globe Fearon Co, 2003
Levine, Joseph S., and Kenneth R. Miller. *Biology*. Toronto: Pearson Prentice Hall, 2006
Studies, Biological Sciences Curriculum. *BSCS Biology: An Ecological Approach*. Dubuque, Iowa: Kendall Hunt Pub Co, 2002.

Websites:

Brainpop: <http://www.brainpop.com>
Bacteria Transformation lab: <http://www.scienceteacherprogram.org/biology/ibrahim.html>
CDC website: <http://cdc.gov/Diseases/Conditions/>
How Stuff Works: www.howstuffworks.com
NY Times Science Articles: <http://www.nytimes.com/pages/science/>
NYSED: <http://www.nysedregents.org/testing/hsregents.html>

Movies:

Excerpts from the movies "The Hot Zone" and "Outbreak"

Evidence of Understanding

Daily Real-Time Assessment Practices

Exit tickets

Conferences with students during independent work

Examples of Questions/Tasks for Exit Tickets, Quizzes, Journal Entries, and Round

Robins

Higher-order Thinking Skills

- Do you feel microorganisms have a place on this planet that is more beneficial or detrimental to other life? What examples can you give from personal experience and text you have read?
- Compare the life functions that are maintained through various organs and organelles.
- What are some positive and negative examples of our interconnectedness with microorganisms. Explain.

Literacy Strategies

How do these two organisms sustain similar life function?

Did the article express an advantage or disadvantage of microorganisms?

Metacognition

What clues did you use to help determine importance?

How did you figure out how to tell if a poster is well-done? Do you think your criteria are complete? How would you know?

What were the strongest parts of your essay? What learning strategies did you use to compose your essay? What would make your essay stronger in a revision? What makes this a strong debate point?

Lower-order Thinking Skills

- Define interconnectedness. What are some organisms that human beings need?
- List the characteristics that make a virus a nonliving thing.
- Describe the common structures found in microorganisms.
- Using context and visualization for vocabulary

Small-scale Performance Tasks

Gallery Walk

Virus RAFT writing

Comparison between human and microorganisms

A Benchmark Assessment

Bacteria Transformation Lab. Students will grow bacteria which will be manipulated to glow under UV light.

Modified from <http://www.scienceteacherprogram.org/biology/ibrahim.html>

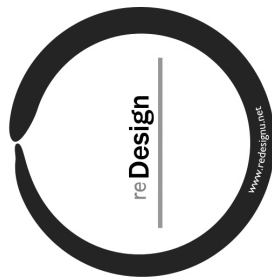
Ideas for Lesson Launches

1. How to use information from multiple sources
2. How to effectively evaluate a peers' work
3. How to engage in a debate
4. How to incorporate Regents questions into assessments and reflection
5. How to make connections to myself by using yeast in a lab
6. How to use visualization to draw a life cartoon for a microorganisms
7. How to observe live organisms in yogurt lab
8. How do I use Venn diagrams to organize information
9. How do I use a TDR chart to determine importance
10. What are the benefits and disadvantages of the reproductive cycle of bacteria

Key Lesson Plans

1. What is a microorganism?
2. What differentiates a living and non-living things?
3. What are bacteria?
4. How do we know microorganisms are alive?
5. What is the role of bacteria in our daily life?

Notes:



"Unit Plan: Microorganisms and Viruses / Course Name: Living Environment"

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Essential Question(s) or Higher-Order Thinking Objective:

What are the basic characteristics of bacteria?

How do you determine importance in non-fiction writing?

Cross-Disciplinary Learning Strategy Goals

Higher-Order Thinking Skills

- How do I evaluate the importance of life?
- How do I read for meaning and connections in text?
- How do I determine is a topic sentence is the best fit for the reading?

Literacy Strategies

Determining Importance
Synthesis
Summarization

Lower Order Thinking Skills

- What are bacteria?
- Why are bacteria living?
- What are some roles of bacteria?

Unit Content / Skill Goals

Skills/Concepts I expect students to learn during this unit (for summative assessment)

The relationship between bacteria and human beings
How to evaluate bacteria's role in life

Skills/Concepts I am introducing, and plan to work on all term (for formative assessment only at this point)

The interconnectivity of life

Skills/Concepts I expect to already be familiar with (for review)

What are the characteristics of life
What is a cell

Key concepts, terms and vocabulary (to be explicitly taught or reviewed IN THIS Lesson)

- Prokaryote, bacillus, coccus, spirillum

Resources for this Lesson

Concepts and Challenges of Life Science (textbook p.134-35)

Lesson Launch: Building Background / Activating Prior Knowledge

20% of the Lesson

Steps for Building-Background

Hang chart paper around the room with the following questions:

- What are bacteria?
- Where can bacteria be found?
- What are some things bacteria do in the environment?
- Are bacteria helpful or harmful?

1. Students should walk around the class and respond to these questions

2. Instructor should read out the response and keep the chart paper for use later in the unit

3. Instructor should introduce the basic shapes of bacteria and their reproductive habits by using a textbook excerpt.

4. Instructor should read a paragraph and summarizing the most important information from each paragraph in a separate sentence

5. Class should do this for the next paragraph as a whole class

6. Students should then complete the excerpt on bacteria in groups of 2 or 3 by seating arrangement

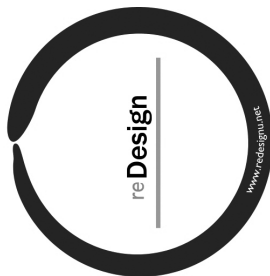
7. Students will share-out the information they think is the most important and discuss what should go on the chart paper for display in the classroom

1. It is not necessary to have Learning Strategy Goals in each of the boxes. Different lessons will focus on different strategies.

2. Don't try to cover too much in one lesson. One content/skill goal is perfectly sufficient.

3. This is where you model a strategy, teach or review important vocabulary or concepts, help students make connections to material they have already learned or their own experience, and make sure they are prepared for the practice/application sessions to follow.

Students Practice And Apply New Knowledge 60% of the Lesson Steps for Independent Work to practice AND apply new learning: Students should independently read the next three paragraph from excerpt alone The group should decide which sentences represent the best ideas from the reading Groups present their sentences to the class Class decides what is the most important information from the excerpt Assess And Reflect On Student Learning 20% of the Lesson Assessment of new learning: Chart paper of important ideas Individual reading papers Reflection on new learning: Exit Ticket questions: How did creating your own topic sentence help with your understanding of the material? Homework: Students should pick two bacteria from a teacher generated list based on the abilities in the classroom Lesson Preparation: Goals For Today's Lesson	Objective of the Lesson: Learning Strategy: Resources: Lesson Launch: Building Background / Activating Prior Knowledge 20% of the Lesson Vocabulary to Build- Background: Instructional Steps for Building-Background: Students Practice And Apply New Knowledge 60% of the Lesson Steps for Independent Work to practice AND apply new learning: Assess And Reflect On Student Learning 20% of the Lesson Assessment of new learning: Reflection on new learning: Homework:
Notes:	



"Unit Plan: Microorganisms and Viruses / Course Name: Living Environment"

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Essential Question(s) or Higher-Order Thinking Objective:

Use a topic detail response (TDR) chart to read non-fiction writing

To discover the characteristics of viruses

Lesson Preparation: Goals For Today's Lesson

Cross-Disciplinary Learning Strategy Goals¹

Higher-Order Thinking Skills

- Summarizing and determining important details in text

Unit Content/Skill Goals²

- Skills/Concepts I expect students to learn during this unit (for summative assessment)
 - I can identify viruses
 - I understand why viruses are non-living

Literacy Strategies

- Determining importance

Skills/Concepts I am introducing, and plan to work on all term (for formative assessment only at this point)

- Determining importance
- Synthesis an informative poster

Lower-order thinking skills:

- I can use context to figure out vocabulary words
- I can use a glossary to help me understand context and important points in the text

Skills/Concepts I expect to already be familiar with (for review)

- The needs of living things

Key concepts, terms and vocabulary (to be explicitly taught or reviewed IN THIS Lesson)

- Bacteriophage, capsid, virus, homeostasis, parasite, host, pathogen

Students will use a vocabulary glossary given at the beginning of the reading to help with vocabulary. Context and images in the reading play a large role in their understanding of this vocabulary.

Resources for this Lesson

NY Times article "Swine Flu Was No Lab Accident, W.H.O. Says." [New York Times 14 May 2009. 20 May 2009](http://www.nytimes.com/2009/05/15/health/policy/15flu.html) <http://www.nytimes.com/2009/05/15/health/policy/15flu.html>
 Levine, Joseph S., and Kenneth R. Miller. *Biology*. Toronto: Pearson Prentice Hall, 2006
 Studies, Biological Sciences Curriculum. *BSCS Biology: An Ecological Approach*. Dubuque, Iowa: Kendall Hunt Pub Co, 2006
Concepts and Challenges of Life Science. United States: Globe Fearon Co, 2003

Lesson Launch: Building Background / Activating Prior Knowledge

20% of the Lesson

Steps for Building-Background³

Model how to use a topic detail response (TDR), by reading part of a NY Times article about viruses aloud to the class (it might focus on medicine, outbreaks, use in bioengineering, whatever is most interesting to the class). When modeling this for the students, read a paragraph from the article aloud, identify the topic, write the detail that lead to picking the topic, and write a response to that topic. Notes: You may choose to identify the details first and then use the details to help find the topic, as this method may be easier for students to use at first. Also, it will be useful to use the response column to make connection to previously studied material.

The class should then read the rest of the article aloud together, and identify some valid topics, the details that support those topics, and some responses that can be given. (Note: It is important to have students identify stronger and weaker topic sentences generated by the class.)

Students Practice and Apply New Knowledge

60% of the Lesson

Steps for Independent Work to practice AND apply new learning:

Create groups of 3-4 students, based on reading ability and given one of three possible readings about viruses.

Students will individually generate a TDR for the reading.

Members of the groups will share their TDR charts and decide the strongest topics from the reading. The group should generate a summary TDR chart based on this information.

¹ It is not necessary to have Learning Strategy Goals in each of the boxes. Different lessons will focus on different strategies.

² Don't try to cover too much in one lesson. One content/skill goal is perfectly sufficient.

³ This is where you model a strategy, teach or review important vocabulary or concepts, help students make connections to material they have already learned or their own experience, and make sure they are prepared for the practice/application sessions to follow.

Groups will then share their TDRs with the rest of the class.
This information should be recorded by a student on chart paper.
Students should also copy this information into their notebooks.

Assess and Reflect on Student Learning
20% of the Lesson
Assessment of new learning:
Exit Ticket:
List something you learned about viruses from each group today.
List 3 characteristics of Viruses.
List 1 wondering or 1 confusion you have about viruses.

Reflection on new learning: How useful was the TDR chart?
In what ways did it help you determine important facts from the reading?
Could you imagine using this on your own, while reading?

Lesson Preparation: Goals for Today’s Lesson
Objective of the Lesson:
Learning Strategy:
Resources:

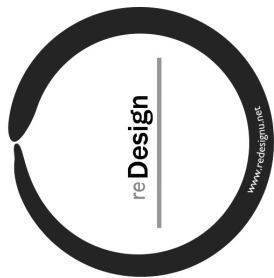
Lesson Launch: Building Background / Activating Prior Knowledge
20% of the Lesson
Vocabulary to Build- Background:
Instructional Steps for Building-Background:

Students Practice and Apply New Knowledge
60% of the Lesson
Steps for Independent Work to practice AND apply new learning:

Assess and Reflect on Student Learning
20% of the Lesson
Assessment of new learning:
Reflection on new learning:
Homework:

Notes:

Section (possible score)	Needs Improvement	Satisfactory	Good / Excellent	Comments / Score
Title (6)	Title is present, but it does not describe the lab	Title is present and it relates to the lab.	Title gives the reader a good idea what to expect	
Purpose (9)	The purpose is present but is not clear	The purpose is present and it gives the reader a basic idea of why the lab was conducted	The purpose explains clearly and thoroughly why this experiment was conducted	
Background (12)	Information is minimal and there are some mistakes	Information is correct but it lacks details or is written unclearly	There are 5 well-written sentences introducing the topic of the lab.	
Hypothesis (15)	There is some prediction made but has no link to the background information	The student makes a prediction that relates to the topic. A simple If..then statement is given.	The student makes a prediction that addresses the central question of the lab and gives an explanation	
Materials (6)	Some materials are listed.	No more than 1 material is missing from the list	All materials are clearly listed	
Procedure (15)	The student provides some idea of how the experiment should be done	Most of the steps of the experiment are described clearly and accurately	All the steps needed to do the experiment are clearly indicated in the correct order	
Observations (10)	The student has included some data, but it may be incomplete and poorly organized.	All the data is present, but it is not well-organized.	All the data is present and well-organized in table, chart or diagram.	
Data Analysis (12)	The student has commented on the data	There is some explanation for the data	Data is summarized and the significance is explained	
Conclusion (12)	The student has made a comment about the experiment and how it relates to the "interconnectedness of life."	The student has reflected on the hypothesis and explained whether it was correct or not. Student has identified at least one possible error in the lab. The student has concluded with a connection to their own life that illustrates their ability to "see themselves in a cell."	The student has explained whether or not the original hypothesis was correct and why, has addressed any errors made during the lab. The student is either able to imagine modifications to this experiment that would better illustrate the interdependence of living things, OR is able to evaluate the appropriateness of this experiment as a way to explore this issue.	
Follow-Up (3)	Students has identified two things that they can try next time in order to improve the experiment.	Students has identified two variables in the experiment that they could change in order to test new variables.	Students has identified two variables in the experiment and inferred possible consequences of changing the variables	
Total (100)				



"Unit Plan: Women's Rights in US History / Course Name: Equality in US History"

Created by Melissa Slater, 2009 (c). Used with permission.

Essential Question(s) or Higher-Order Thinking Objective:

How have American women fought for their equal treatment?

Were their methods effective?

Who was the most influential woman during the woman's movement?

Unit Content / Skill Goals

Skills / Concepts I expect students to learn during this unit (for summative assessment)

- I can analyze and create a political cartoon
- I can identify key role players in the American women's movement during three crucial periods: pre-suffrage (mid-late 1800's); suffrage (early 1900's); post-suffrage (1970's)
- I can develop the criteria to evaluate the contributions of those key role players and rank them based on that evaluation
- I can analyze primary source documents and synthesize that information in an essay

Cross-Disciplinary Learning Strategy Goals

Higher-Order Thinking Skills

- I am able to evaluate the effectiveness of methods employed by specific groups of women during crucial moments of American women's history.
- I can analyze primary source documents and synthesize that information in order to write a document-based essay

Literacy Strategies

- I can determine importance when reading primary source documents (text, cartoons, pictures, charts and/or graphs)
- I can use questioning as a tool to evaluate
- I can synthesize information

Skills/Concepts I am introducing, and plan to work on all term (for formative assessment only at this point)

- I am learning how to read opposing perspectives in order to form an opinion
- I am learning how to revise my writing
- I am learning the difference between summarizing and synthesizing

Metacognition

- I am able to reflect on my learning processes using my daily wrap-up journal.
- I can set and evaluate my progress on classwork goals
- I can identify when I have learned something new
- I can explain the processes I used to problem solve

Skills/Concepts I expect to already be familiar with (for review)

- I can use the literacy strategy rubric as a guide to improve my use of the strategies
- I can analyze primary source documents for the main idea and supporting details

I can contribute to class discussions

Lower-Order Thinking Strategies

- I am able to use graphic organizers to help me sort and classify information
- I can define key vocabulary for the unit
- I can list influential American women

Key concepts, terms and vocabulary (to be explicitly taught)

Equality, Suffrage, Imply, Infer, Describe, Interpret, Analyze, Evaluate, Declaration, Sentiments, Feminist, Temperance, Abolitionist,

Resources

Books:

- (1) *A Patriot's Handbook* (edited by Caroline Kennedy, published by Hyperion in 2003) because it includes a variety of condensed documents including poetry, song lyrics, novel excerpts, court case opinions, and political speeches
 The United States v. Susan B. Anthony (p.157)
 Letters between John and Abigail Adams (p.278-288)
 Declaration of Sentiments and Resolutions (p.289)
 Sojourner Truth's "Ain't I a Woman" (p.293)
 Jeanette Rankin, Speech in Congress in Congress on Women's Rights and Wartime Service (p.296)
 Eleanor Roosevelt, Can a woman ever be President? (p.302)
 Betty Friedan, *The Feminist Mystique* (p.325)
 Fannie Lou Hamer, The special plight and the role of the black woman (p.328)
 Frontiero v. Richardson (p.330)
 Hillary Clinton, Address to the 4th UN world conference on women (p.336)
- (2) *In Our Own Words* (edited by Senator Robert Torricelli, published by Washington Square Press in 1999) because it includes the text of prominent speeches given related to women's issues throughout United States history
 Carrie Chapman Catt urges the U.S. Congress to make "one last hard fight for suffrage" (p.39)
 Margaret Sanger promotes birth control as an "ethical necessity for humanity" (p.68)
 Mary McLeod Bethune commemorates the sacrifices and achievements of African American women over the past 100 years (p.105)

Betty Friedan explains why the feminist movement is imperative not only for women, but for men as well (p.288)
 Sarah Weddington, attorney, argues before the U.S. Supreme Court why abortions should be legal throughout America (p.302)
 Phyllis Schlafly denounces the women's movement as incompatible with successful family life and motherhood (p.329)
 Judge Clarence Thomas vehemently denies charges of sexual harassment made by former employee Anita Hill (p.391)
 Anita Hill describes Judge Clarence Thomas' sexual advances toward her in lurid detail (p.394)

(3) *Great American Speeches* (edited by Gregory Suriano, published by Gramercy Books in 1993) because it includes two key women's speeches not found in either of the two books previously mentioned.
 Elizabeth Cady Stanton, Temperance and Women's Rights (p.61)
 Lucy Stone, A Disappointed Woman (p.66)

(4) *The Women's Rights Movement: Opposing Viewpoints* (edited by William Dudley, published by Greenhaven Press in 1996) is filled with examples of debate style arguments on a variety of women's issues throughout United States history.
 Feminist should not object to the 15th Amendment (p.108)
 The 15th Amendment should include women (p.114)
 American women should have the right to vote (p.132)
 American women should not have the right to vote (p.140)
 Women should be housewives and mothers (p.160)
 Women should work outside the home (p.165)
 The Equal Rights Amendment should be passed (p.197)
 The Equal Rights Amendment should not be passed (p.202)

Internet Sites:

National Women's History Museum (political cartoons)
www.nwhm.org/RightsforWomen/cartoons.html
Women's Rights National Historic Park (Declarations of Sentiments details)
www.nps.gov/wori
United Nation's Women Watch (data on women's rights by region)
www.un.org/womenwatch/

Videos:

HBO Movie: *Iron Jawed Angels* (movie centered on Alice Paul and her suffrage work)
 PBS Independent Lens Movie: *Strange Fruit* (section of the movie deals with protest music and abolitionists and women's rights)
 Walt Disney's *Mary Poppins*: excerpt of the mother singing about women's suffrage

Music:

"Sufferin' till Suffrage" Schoolhouse Rock CD
 Creative Folk Songs (lyrics to suffrage songs) www.creativefolk.com/suffrage

Photographs:

Library of Congress/American Memory website: *Votes for Women*
<http://lcweb2.loc.gov/ammem/vfwhtml/vfwhome.html>

Regents Practice Questions:
 Regents Prep Center, Oswego High School
www.regentsprep.org

Evidence of Understanding

Daily Real-Time Assessment Practices

Wrap-Up Journal: Portion of the student notebook reserved for daily assessment and/or reflection
 Do Now Quizzes
 Learning Strategy Log: Handout kept in student binder used to record and reflect on use of the learning strategies
 Class Discussions
 Graphic organizers
 Writing prompts

Examples of Questions/Tasks for Exit Tickets, Quizzes, Journal Entries, and Round Robins Higher-order Thinking Skills

- Which methods employed by members of the women's movement do you think were the most effective? Why?
- What is equality? What does it look like when someone is being treated equally today?
- Does treating someone equally mean treating them the same? Is equality always fair?
- What is the difference between equity and equality?
- What is the difference between describe, interpret and analyze?
- What would be one graphic organizer that you could use to help you sort through all of this information? Why did you choose that one?
- What is the motive of this cartoon artist?
- What would you recommend to a leader of the women's suffrage movement in the 1850's?
- What data would you use to make those recommendations?
- How would you prioritize if you were President Woodrow Wilson during the women's suffrage movement and World War I? What choice would you have made if you were President Wilson?
- What do you think would have happened to the suffrage movement if they did not have to contend with the Civil War and World War I?
- What would you cite to defend the actions of the President? The suffragettes?

Literary Strategies

What is the main idea of this passage? What are your supporting details?
 How do you determine importance of charts, graphs, photographs, and political cartoons?
 What is the difference between summarizing and synthesizing information?
 What is the difference between a good and a great summary?
 Here is an example when I used determining importance and synthesis to analyze a primary source document or a political cartoon.
 How did using questioning as a tool help you to evaluate the contributions of women?

Metacognition

- What learning strategies did you use today? How did you use it? How did it help you?
- How did you decide what information was important in that passage, photo, or cartoon?
- What was the most difficult part of class for you today? Why do you think you struggled with that portion? What did you do to help you work through that portion?
- How did the literacy strategy rubric help you today?
- How did organize the information you learned today?
- How did you distinguish between the main ideas and the supporting details?
- How did you decide which supporting details to include in your summary?
- What clues did you use to help assign meaning to your descriptions of the cartoon?
- Was it harder to define or provide an example of an evaluative question? Why?
- Do you think some questions were more effective than others? If so, what made them more effective?
- What did you take into consideration when you were writing your questions?

Lower-order Thinking Skills

- What does it mean to declare something?
- What are sentiments?
- What are the elements of a political cartoon?
- What is the main idea of this passage?
- Write an outline of this speech.
- What questions would you like to ask [insert American woman here] during an interview?

Small-scale Performance Tasks

- Primary source notebook summaries (ex. Declaration of Sentiments, speeches, photographs, etc.)
- Create a political cartoon that addresses a modern day woman's issue previously discussed in class(ex. Women in management positions at retail giants such as Wal-Mart)
- Write an editorial that takes a stance on a woman's issue from the past (ex. Should women have the right to vote?) Use that editorial as a foundation for a debate.
- Taboo Vocabulary Game: Students will create taboo game based on the vocabulary from the unit
- Students will create evaluative questions to be used as the criteria to evaluate the contributions of individual women that we learned about over the course of the unit. A tournament bracket will be created that provided match-ups (ex. Susan B. Anthony v. Alice Paul). Students will use the answers from the evaluative questions to determine winners. The tournament will take approximately 3 class periods. Following the tournament students will write a timed essay: Do you agree with the results of the tournament? Is (insert winner here) the most influential woman in the

history of the American women's movement? Why or why not? Give examples to support your position

A Benchmark Assessment: Document Based Essay Exam. Students will use excerpts from primary source documents related to the women's movement (see Resource List for options) to completed a Document Based Essay Exam. The exam will include 8-9 primary source excerpts which will each have 1-2 questions. Students will then write an essay (5+ paragraphs) that addresses the following task: Define equality and support your definition using at least 5 of the documents.

Ideas for Lesson Launches

Determining Importance (Reading)¹

- Which elements of a political cartoon are the most important
- Identify main ideas and supporting details when reading primary source documents
- Analyzing charts, graphs, and photographs
- Coding background knowledge and new learning
- Reading opposing perspectives to form an opinion
- Identifying prefixes and suffixes to decode vocabulary
- Synthesis (Writing)²
- Identifying important information, write a reflection and then merge the two into a synthesized paragraph
- Looping: students write, evaluate their writing, re-write, evaluate, re-write, etc.
- Revising: STAR (Substitute, Take Out, Add, Rearrange)

Key Lesson Plans

- Determine importance and synthesizing information found in the Declaration of Sentiments
- Analyzing women's suffrage political cartoons
- Creating a woman's suffrage political cartoons
- Creating a method for evaluating the contributions of women
- Evaluating the contributions of individual women on the women's movement

1. Lesson ideas from Stephanie Harvey & Anne Goudvis' *Strategies That Work* (Stenhouse Publishers, 2007)

2. Lesson ideas from Kelly Gallagher's *Teaching Adolescent Writers* (Stenhouse Publishers, 2006)

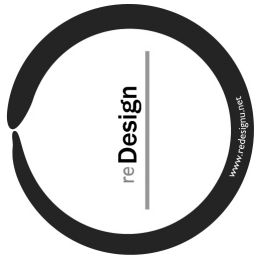


"Benchmark Assessment Rubric: Document-Based Essays / Social Studies."

Created by Melissa Slater, 2009 (c). Used with permission.

5	4	3	2	1
Thoroughly develops all aspects of the task evenly and in depth	Develops all aspects of the task but may do so somewhat unevenly	Develops all aspects of the task with little depth or develops most aspects of the task in some depth	Minimally develops all aspects of the task or develops some aspect of the task in some depth	Minimally develops some aspect of the task
Is more analytical than descriptive (analyzes, evaluates, and/or creates information)	Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)	Is more descriptive than analytical (applies, may analyze, and/or evaluate information)	Is primarily descriptive; may include faulty, weak, or isolated application or analysis	Is descriptive; may lack understanding, application, or analysis
Incorporates relevant information from at least 5 documents	Incorporates relevant information from at least 4 documents	Incorporates some relevant information from some of the documents	Incorporates limited relevant information from the documents or consists primarily of relevant information copied from the documents	Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
Richly supports the theme with many relevant facts, examples, and details	Supports the theme with relevant facts, examples, and details	Includes some relevant facts, examples, and details; may include some minor inaccuracies	Includes few relevant facts, examples, and details; may include some inaccuracies	Includes few relevant facts, examples, or details; may include inaccuracies
Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme	Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that attempts to go beyond a restatement of the theme	Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme	Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion	May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

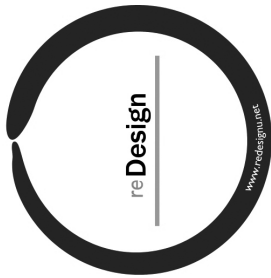
. Adapted from NYS Regents Exam scoring guide



"Benchmark Assessment Rubric: Document-Based Essays / Social Studies."

Created by Melissa Slater, 2009 (c). Used with permission.

	Lower-Order Thinking	"Mid"-Level Thinking	Higher-Order Thinking
Using Literacy Strategies	- Identify main ideas and supporting details when reading primary source documents (Determining Importance) - Describe a political cartoon by identifying title, people, setting, event, etc. (Determining Importance) - Define what an evaluative question is and provide an example [Questioning]	- Use main ideas and supporting details to write summaries [Synthesis] - Interpret a political cartoon by assigning meaning to the items described [Making Inferences] - Use evaluative questions already created to rank items [Questioning]	- Merge summaries and responses as a way to synthesize information [Synthesis] - Analyze a political cartoon by making inferences based on what has been described and interpreted [Making Inferences] - Create evaluative questions that will be used to judge the contributions of specific American women [Questioning]
Metacognition	- How did you distinguish the main idea from the supporting details? - What specific things did you look for when describing cartoons? - Was it harder to define or provide an example of an evaluative question? Why do you think that was the case?	- How did you decide which supporting details to include in your summary? - What clues did you use to help you assign meaning to your descriptions? - Do you think some questions were more effective than others? If so, what made them more effective?	- What strategies did you use to help you synthesize information? Why did you choose that specific strategy? - Which of the three elements of political cartoon examination was the most difficult: describing, interpreting or analyzing? Why? How did you work through it? - What did you take into consideration when you were writing your questions?
Products	- Graphic organizer that shows main ideas and supporting details - Graphic organizer that shows description, interpretation and analysis of political cartoons	- Primary source notebook summaries - Tournament where individual women are ranked based on the evaluative questions	- Editorial (combination of the facts or summary and the author's opinion or response) that takes a position on a historical women's movement issue - Creating own political cartoon - Creating evaluative questions to rank individual women and their contributions - Document Based Question Essay that requires identifying main ideas, supporting details, organizing by theme and synthesizing information



"Unit Plan: Women's Rights in US History / Course Name: Equality in US History"

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Lesson Preparation: Goals For Today's Lesson

Essential Questions(s) or Higher-Order Thinking Objective for this Lesson

To use the declaration of sentiments to identify the issues brought up during the Seneca Falls Convention regarding the treatment of women in America during the mid- 1800's.

Cross-Disciplinary Learning Strategy Goals¹

Higher-Order Thinking Skills

- I can explain the process I used to identify the main ideas and supporting details in a primary source document

Unit Content/Skill Goals²

Skills/Concepts I expect students to learn during this unit (for summative assessment)

I can summarize important information from the Declaration of Sentiments

Literacy Strategies

- I can determine importance by identifying the main ideas and supporting details. Skills/Concepts I am introducing, and plan to work on all term (for formative assessment only at this point) I am learning the difference between summarizing and synthesizing.

Literacy Strategies

- I can use the main ideas and supporting details I identified to write a summary. Skills/Concepts I expect to already be familiar with (for review) I can use the literacy strategy rubric as a guide to improve my use of the literacy strategies.

Key concepts, terms and vocabulary (to be explicitly taught or reviewed IN THIS Lesson)

Declaration, Sentiments, Summarize

Resources for this Lesson

Excerpts of the Declaration of Sentiments (A Patriot's Handbook, p.289) cut into strips (of varying length) and sorted by reading level.

Lesson Launch: Building Background/Activating Prior Knowledge

20% of the Lesson

Steps for Building-Background

Do Now: Students complete 3 Document Based Questions about the Declaration of Independence as a way to review the document. Review answers to questions. Discussion: What does it mean to declare something? What was the purpose of the Declaration of Independence? What are sentiments? (if students are unfamiliar with the term I will provide a definition) What do you think the Declaration of Sentiments might contain?

Read background information on Elizabeth Cady Stanton and the Seneca Falls Convention (p.289)

Model determining importance from an excerpt of the Declaration of Sentiments by circling key words and writing a summary of the passage. Teacher Think Aloud: How do I decide what words to circle? How do I decide what to include in my summary? What makes a great summary as opposed to a good summary?

Students Practice and Apply New Knowledge

60% of the Lesson

Steps for Independent Work to practice AND apply new learning:

Practice

Excerpts of the Declaration of Sentiments will be cut into strips. (Differentiation: students will be given specific excerpts based on their reading levels)

Students will practice:

- Using the learning strategy rubric
 - Circle, underline or highlight the key words or phrases from an excerpt
 - Glue excerpt into notebook
 - Write a summary of an excerpt in notebook
- (Differentiation: Students will complete as many excerpts as they can during the allotted time.)

Share out: Students will rotate around the room and read the summaries of other students. Students will sign their names next to the classmates' summaries that they read.

Assess and Reflect on Student Learning

20% of the Lesson

Assessment of new learning:

- Wrap-Up Journal Entry: What did you learn about the struggles women faced during the mid-1800's?
- Reflection on new learning: Learning Strategy log questions: How did you decide what information was pertinent when reading the documents? When reading your classmates summaries, what did notice about the best summaries you read? Did they have anything in common?
- Homework: Read Sojourner Truth's "Ain't I Woman" (A Patriot's Handbook, p.293); determine importance by identifying main ideas and supporting details. Use the main ideas and supporting details to write a summary.

1. It is not necessary to have Learning Strategy Goals in each of the boxes. Different lessons will focus on different strategies.
2. Don't try to cover too much in one lesson. One content/skill goal is perfectly sufficient.

Declaration of Independence Document Based Questions

When, in the course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

1. According to this passage, what was the rationale for having a written Declaration of Independence?

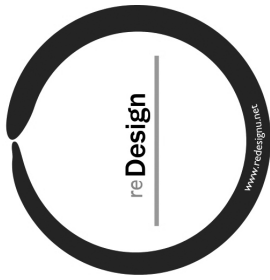
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive to these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

2. According to the Declaration of Independence, where does the government get its' power from?

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world...

...He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature, a right inestimable to them and formidable to tyrants only.

3. According to this passage, what grievance did the colonist have with the King of Great Britain?



"Unit Plan: Women's Rights in US History / Course Name: Equality in US History"

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Essential Question(s) or Higher-Order Thinking Objective:

To analyze women's suffrage political cartoons in order to deconstruct the process of creating a political cartoon and to identify opposing viewpoints of women's suffrage.

Lesson Preparation: Goals for Today's Lesson

Cross-Disciplinary Learning Strategy Goals¹
Higher-Order Thinking Skills

- I can infer the meaning of political cartoons author/illustrators.

Unit Content / Skill Goals²

Skills/Concepts I expect students to learn during this unit (for summative assessment)
I can differentiate between describe, interpret, and analyze

Literacy Strategies

- Determine importance in political cartoons by describing, interpreting and analyzing.

Skills/Concepts I am introducing, and plan to work on all term (for formative assessment only at this point)

I am learning how to identify opposing perspectives

Literacy Strategies

Skills / Concepts I expect to already be familiar with (for review)

I can use a graphic organizer to help me sort and classify information
Key concepts, terms and vocabulary (to be explicitly taught or reviewed IN THIS Lesson)

Describe, Interpret, Analyze, Symbolize

Resources for this Lesson

Six suffrage political cartoons found on National Women's History Museum website (www.nwhm.org/RightsforWomen/cartoons.html).

Lesson Launch: Building Background/Activating Prior Knowledge

20% of the Lesson

Steps for Building-Background

Do Now: In the vocabulary portion of the student notebook, students will define the words describe, interpret and analyze. Discuss definitions together. Teacher will help clarify the distinction if necessary.

Lesson Launch: How do we determine what information is important when looking at a political cartoon? What are the elements of a cartoon? (Description) (People, scene, title, words, dialogue, captions). What do they mean or symbolize? (Interpretation)
What is the illustrator's message? (Analysis)

Model the responses to these questions using one cartoon and use the graphic organizer to record the answers.

Description: Ask students what they notice in this cartoon? Are there people? What do the words say? What is the title? Etc.

Interpretation: What are the people doing? What is going on in the scene? Are there any symbols? If so, what do you think they mean?
Analysis: What do you think the cartoonist is trying to imply? What were your clues (or your evidence) to support that analysis?
Review three levels of determining importance of political cartoons: description, interpretation, analysis.

Students Practice and Apply New Knowledge

60% of the Lesson

Steps for Independent Work to practice AND apply new learning:

Students will create a graphic organizer in their notebook (see below) as a guide to record their work. Five stations will be set up around the classroom with folders that contain a variety of cartoons that include women's history or women's issues today. Students will rotate from station to station and describe, interpret and analyze political cartoons.

Cartoon #

Description

Interpretation

Analysis

(application will occur in the following lesson when students will create their own political cartoon)

Assess and Reflect on Student Learning

20% of the Lesson

Assessment of new learning:

Wrap-Up Journal Entry: Using the analysis portion of your graphic organizer, what did you learn about the women's movement by analyzing these cartoons? What do you think were the motives of the artists, what were they saying about women through their cartoons?

Reflection on new learning:

Learning Log: Which step (describing, interpreting, analyzing) was the hardest? Which specific cartoon did you struggle with the most? What helped you understand the most difficult cartoon?

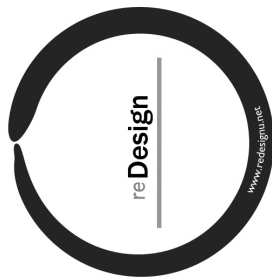
Homework:

5 Political cartoon Regents Questions (www.regentsprep.org)



Political Cartoon Analysis Tool

Cartoon N°	Description	Interpretation	Analysis



"Unit Plan: Women's Rights in US History / Course Name: Equality in US History"

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Essential Question(s) or Higher-Order Thinking Objective:

To create a political cartoon that requires the reader to make an inference about a current woman's issue.

Cross-Disciplinary Learning Strategy Goals¹

Higher-Order Thinking Skills

Unit Content / Skill Goals²

Skills / Concepts

- I expect students to learn during this unit (for summative assessment)
- I can articulate the difference between imply and infer
- I can use the three steps of analyzing a political cartoon to create my own

Literacy Strategies

- I can create a political cartoon that requires the reader to make an inference.

Skills/Concepts I am introducing, and plan to work on all term (for formative assessment only at this point)

Literacy Strategies

Skills/Concepts I expect to already be familiar with (for review

- I can identify the three steps to analyze a political cartoon (describe, interpret, analyze)

Key concepts, terms and vocabulary (to be explicitly taught or reviewed IN THIS Lesson)

- Imply, Infer: Review with students the difference between imply and infer. When creating the political cartoon we will imply our meaning so that the reader can infer our meaning when they read the cartoon.

Review: Describe, Interpret, Analyze

Resources for this Lesson

- Drawing paper, colored pencils

Lesson Launch: Building Background / Activating Prior Knowledge

20% of the Lesson

Steps for Building-Background

Do Now: In groups: brainstorm a list of contemporary "women's issues." After students complete the list, select a student to lead the share-out and create a master list of concerns. The master list of concerns will be the options that students can choose from for the focus of their political cartoon.

Lesson Launch:

- Review the difference between imply and infer.

Select one of the issues from the list for a think aloud. Focus on what you want the "reader" to infer about the issue (ex: Reader should infer that there are an inadequate number of childcare options for single mothers).

Use the graphic organizer format from the previous lesson as a guide to create the cartoon.

Cartoon

Description

Interpretation

Analysis

Take the students through the process of making the following decisions: What scene will I describe? What symbols will I use? What clues can I give to help the reader make my inference?

Students Practice and Apply New Knowledge

60% of the Lesson

Steps for Independent Work to practice AND apply new learning:

Students will:

Write a 1 sentence statement that is the message that they want to convey to the reader (ex. It is ridiculous that women are paid less than men in the same jobs). Describe the scene or the setting of their cartoon.

What symbolism can they include?

What clues can you include to help the reader make the inference that you want them to make?

Create a rough sketch of the cartoon that can be used as a plan to work from for the final cartoon

Begin working on the final draft of the cartoon

Assess and Reflect on Student Learning

20% of the Lesson

Assessment of new learning: Wrap-up Journal entry: What are the key steps when analyzing a political cartoon?

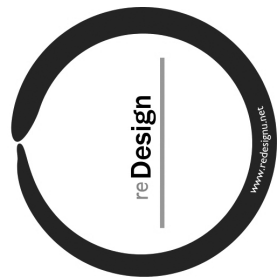
Do you think a reader will make the inference (your statement) you intended? Why or why not? What clues did you use to help the reader make the inference? What do you think are the purposes of political cartoons?

Reflection on new learning:

Learning Log: What do you think is the most difficult part of creating a political cartoon for the author/illustrator?

Homework: Finish the cartoon for homework. Due tomorrow.

¹It is not necessary to have Learning Strategy Goals in each of the boxes. Different lessons will focus on different strategies. Don't try to cover too much in one lesson. One content/skill goal is perfectly sufficient.



"Unit Plan: Scatter Plots & Gentrification / Course: Math and Social Justice"

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Essential Question(s) or Higher-Order Thinking Objective:

How can we use mathematical representations to understand and make a case for a particular position on an issue of social justice?

Unit Content / Skill Goals

Skills / Concepts I expect students to already be familiar with (for review):

- Social Justice
- Plotting Points on a Coordinate Plane
- Reading Tables
- Bloom's Taxonomy and different types of questions
- Making Predictions

Skills / Concepts I am introducing, and plan to work on all term (for formative assessment only at this point):

- I am learning to use different types of technology to help me analyze and synthesize data

Skills / Concepts I expect students to learn during this unit (for summative assessment):

- I can interpret scatter plots to help me understand the meaning in data and what it tells us about a particular issue of social justice
- I understand the difference between correlation and causality
- I understand what gentrification is
- I understand the signs of and repercussions of gentrification
- I am able to calculate percent change
- I understand how percent change in rent can be related to gentrification
- I know how to create scatter plots
- I can use the linear regression of a set of data to help determine different types of correlations
- I can analyze scatter plots and discern meaning from them

Cross-Disciplinary Learning Strategy Goals

Higher-Order Thinking Skills:

- I am able to create scatter plots from given data
- I am able to analyze scatter plots
- I am able to synthesize data
- I am able to evaluate information and form my own opinions based on what I read and know.

Literary Strategies:

- I can make predictions about correlations and causality.
- I can ask analytical questions about stated facts and readings.
- I can make inferences based on given data.

Metacognition:

- I am able to articulate how I came to certain conclusions about my data
- I am able to explain how I determined what type of correlation exists between

variables and if the relationship is causal

Lower-Order Thinking Skills:

- I am able to define gentrification and correlation
- I can identify the different types of correlations.
- I am able to apply my knowledge of scatter plots to illustrate my thinking about an issue of social justice.
- I understand what demographics are and what they tell me about a population

Key concepts, terms and vocabulary (to be explicitly taught):

Correlation, causality, causal relationship, scatter plot, gentrification, linear regression, line of best fit, positive correlation, negative correlation, no correlation, demographics, percent change, new growth, percent growth

Resources

NPR interview with Lance Freeman by Farai Chideya—"There Goes the 'Hood': Gentrification in New York City July 20, 2006
Excerpts from NY Magazine Article—"The Tipping of Jefferson Ave" by Jeff Coplon published April 18, 2005
Census Bureau website (for data)—www.census.gov
NY Division of Criminal Justice Services website (for data)—criminaljustice.state.ny.us
NY State Department of Taxation and Finance website (for data)—www.tax.state.ny.us
Selected text from Freakonomics—Levitt Steven D. and Stephen J. Dubner. Freakonomics: a rogue economist explores the hidden side of everything. New York: William Morrow, 2005.

Radicalmath.org (for data and lesson plan ideas)

Infoshare.org (for data)

Graphing calculators

Microsoft Excel

Prentice Hall Integrated Algebra

Evidence of Understanding

Daily Real-Time Assessment Practices

Exit Tickets

Conferencing

Do Now

Discussions

Questions

Examples of Questions / Tasks for Exit Tickets, Quizzes, Journal Entries, and Round Robins

Higher-order Thinking Skills:

- Why is it useful to compute the linear regression?
- Evaluate the impact of Gentrification on Bed. Stuy.
- Apply your knowledge of scatter-plots to interpreting data about Bed. Stuy. In order to assess the scale of gentrification in the community.
- You are assigned a homework assignment that asks you to look at the following scatter plot comparing percent of people of color and median income in the different neighborhoods in Brooklyn (students should have this scatter plot to look at) and determine what type of correlation exists. Your friend calls you on the phone and asks for help with the assignment. In words, how would explain to him / her how you determine what type of correlation exists?

Literary Strategies:

- Predict the type of correlation that exists between Brooklyn's median income and the percent of people with a bachelor's degree. Why do you think this type of correlation exists?
- Make inferences about where, how, and why gentrification occurs.
- Read an article about gentrification. Write three higher-order thinking questions about the article and / or gentrification.

Metacognition:

- What learning strategy did you use today? Why did you choose to use this strategy? (What indicators did you see that led you to use this strategy?)
- How did you decide what data was important to use in your analysis of the issue of gentrification in Bed. Stuy?
- How did you determine what type of correlation existed between the two variables?

- How do you determine what a new word means when reading an article or book? What do you do if these methods are not working?

Lower-order Thinking Skills:

- What is gentrification? What are 2 benefits of gentrification? What are 2 drawbacks of gentrification?
- Describe the three different types of correlations. How are they different? How are they similar?

Small-scale Performance Tasks

- Ask students to look at a scatter plot that has a weak positive correlation. Ask them to determine what type of correlation exists (some will say positive and some will say no correlation). Based on their responses, split the students into two groups. Each group should construct an argument for its opinion and present it to the class. At the end of class, the students will come to a consensus about the correlation.
- Ask students to write 2 paragraphs about whether they think gentrification is beneficial or detrimental to a neighborhood. They must use at least 2 pieces of mathematical evidence to support their ideas.
- Ask students to write a paragraph to predict whether gentrification will increase or decrease crime in a neighborhood. The following lesson will use data to determine how gentrification has affected crime rates in Brooklyn.

A Benchmark Assessment: The benchmark assessment will be a 3-5 day group project. Each group will choose or be assigned an indicator of gentrification such as level of education, race, median income, number of niche stores (Starbucks, Barnes and Noble, Whole Foods, etc). Each group will be given (or find on their own) data on the indicator that they choose or are assigned. On the first and second day of the project, the students will use this data and the data on percent increase in rent from a previous lesson to do an analysis of the data. Each group will answer a set of predictive questions. This set of questions should include: what type of correlation do you think these two variables will have?, do you think the this variable is an indicator of gentrification? and why or why not? After the predictions are made, each group will create a scatter plot of the data (the variable that they chose / were assigned and percent increase in rent). They will then compute the linear regression to determine what type of correlation the two variables have. On the third day, each group will present its findings to the class. As homework on the third night and to be continued on the fourth day of the project, each student will write an essay on gentrification and his / her opinion of gentrification, using the data analysis that his / her group did and the presentations done by the other groups to support the argument. The teacher may also opt to include an additional fifth day of work on the project where students do peer edits and revise their essays.

Ideas for Lesson Launches:

1. What is gentrification and how can I use math to identify it?
2. How do I make a scatter plot and how do I interpret it?
3. What is "Percent Change" and how does it apply to gentrification?
4. What does correlation mean? What is its relationship to causation?
5. How do I draw inferences about a social justice issue by reading data?
6. How do I use data to evaluate a social justice issue?
7. What is linear regression and how is it useful to me?
8. How can we effectively address gentrification in our neighborhoods? What can be done about gentrification?
9. How do I write about my ideas in math?

Key Lesson Plans:

1. Making Scatter Plots (2 days)—Students will learn what a scatter plot is and how to create a scatter plot by hand. We will create one as a class and then the students will create one in pairs using data of their choice from median income, percent people of color, percent of people with a bachelor's degree, and military recruits per 100,000 people in the different neighborhoods in Brooklyn.
2. Correlation and Brooklyn Demographics – Students will learn what correlation is and what it can tell you about the relationship between two variables. They will also learn about the restrictions of correlation.
3. Correlation Versus Causation – Students will learn how correlation is similar to and different from causation. They will also learn why a correlation does not necessarily indicate causality.
4. Linear Regression and Line of Best Fit – Students will use the graphing calculator to graph the line of best fit for the set of data that they made the scatter plot for in Lesson 1. They will use this linear regression—both the image and the slope—to help determine what type of correlation exists between the two variables and what

the strength of that correlation is.

5. Gentrification (2 days): Students will read, in groups, an article about the gentrification of Bed-Stuy. They will be asked to make a vocabulary list and look up words they do not know in the dictionary. They will also be asked to write summaries throughout the reading, and to both ask and respond to questions about the reading and gentrification after they complete the reading.

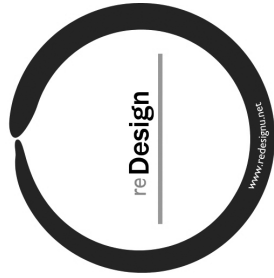
6. Percent Change and Rent in Brooklyn: Students will learn how to compute per-

cent change and learn the difference between net growth and percent growth and which is more accurate. Then, they will apply this to rent changes in Brooklyn between 1990 and 2000.

7. Scatter Plots and Gentrification (2-3 days): Students will explore gentrification in Brooklyn through the use of data on percent increases in rent in different areas of Brooklyn, scatter plots, linear regressions, and correlations.

Document-Based Essay Scoring Rubric¹

	4	3	2	1
Predictions	All questions are answered fully in complete sentences.	All questions are answered, but complete sentences are not used	One question is not answered, but all other questions are answered fully in complete sentences.	More than one question is not answered OR one question is not answered and one or more questions are not answered in complete sentences.
Scatter Plot	The scatter plot is neat and includes all labels, titles, scale, and data points. All data points are plotted correctly and the scale is appropriate for the given data.	One or two errors are made (for example: points are plotted incorrectly or scale is not appropriate for data), but all other necessary elements are included and correct OR one element is missing or incomplete, but everything else is completed correctly	Two or three elements are missing or incomplete, but everything else is completed correctly OR more than 2 errors are made, but all necessary elements are included.	More than three elements are missing or incomplete
Analysis (Linear Regression and Correlation)	The equation for the linear regression is given and ALL WORK is shown. The correct correlation is identified and an explanation is given for how this response was determined.	An equation is shown and a correlation is identified. All work is shown, but there is 1-2 mathematical or logic errors.	The correct equation of the linear regression is given and the correct correlation is found, but no work or explanation is shown. OR More than 2 mathematical or logic errors are made	An incorrect response is given and no work is shown for either the linear regression or correlation.
Presentation	Both partners work together to explain their scatter plot, analysis, and conclusion to the class in a coherent and organized manner.	Both partners work together to explain their scatter plot, analysis, and conclusion to the class in a coherent and organized manner, but one or two necessary elements were omitted.	One partner did not contribute to the presentation, but all necessary elements were included.	One partner did not contribute to the presentation and one or more necessary elements were omitted
Essay	The essay describes gentrification and the student's views on gentrification. The student uses evidence from the projects to support his / her claims. All conventions of grammar and writing were used.	The essay describes gentrification and the student's views on gentrification. The student uses evidence from the projects to support his / her claims. However, 1-3 grammar or writing errors were made.	The essay describes gentrification and the student's views on gentrification, but the student does not use evidence from the projects to support his / her claims. All conventions of grammar and writing were used. OR The essay describes gentrification and the student's views on gentrification. The student uses evidence from the projects to support his / her claims, but more than 3 grammar or writing errors were made.	The essay does not describe gentrification and the student's views on gentrification.



“Unit Plan: Scatter Plots & Gentrification / Course: Math and Social Justice”

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Essential Question(s) or Higher-Order Thinking Objective:

To understand what gentrification is and how it affects neighborhoods in Brooklyn

Cross-Disiplinary Learning Strategy Goals

Higher-Order Thinking skills:

- I can evaluate information that I read and form my own opinions based on that information.

Unit Content / Skill Goals

- I understand what gentrification is
- I understand the signs of and repercussions of gentrification

Literacy Strategies

- Determining Importance
- Questioning

Skills / Concepts I am introducing, and plan to work on all term (for formative assessment only at this point)

Gentrification

Lower-order thinking skills:

- I am able to define gentrification.

Skills / Concepts I expect to already be familiar with (for review)

Using a dictionary

Key concepts, terms and vocabulary (to be explicitly taught or reviewed IN THIS Lesson)

Gentrification

Resources for this Lesson

Excerpts from “The Tipping of Jefferson Ave”—NY Magazine 2005 by Jeff Coplon
(Adapt the articles in order to differentiate them by reading level.)
Dictionary

Lesson Launch: Building Background / Activating Prior Knowledge

20% of the Lesson

Instructional Steps for Building-Background

Define gentrification – Ask students what they know about the word “gentry.” They may recall it from a social studies class. Have students explain (or the teacher can explain if the students do not recall) that gentry can be defined as people of high social class.

Therefore, gentrification is more affluent people moving into an area and pushing out less affluent people.

Discuss racial segregation of neighborhoods in Brooklyn. The teacher may ask the following questions to move the conversation forward: Are the neighborhoods in

Brooklyn racially segregated? How do you know that the neighborhoods are racially segregated? Is your neighborhood racially segregated? Why do you think geographical areas become racially segregated? Do the racial compositions of neighborhoods change or do they stay the same? Why do you think they change or stay the same?

Students Practice and Apply New Knowledge

60% of the Lesson

Steps for Independent Work to practice AND apply new learning:

Students will be given excerpts from “The Tipping of Jefferson Ave.” In groups—differentiated by reading level—students will read the article aloud. As they are reading, students can use the dictionaries or context clues to figure out the meaning of important words they don’t know (some examples might be: influx, affluent, tenacity, specter, yuppie, entrepreneurial, felonious, and ambivalent). The students should underline these words in the article and record the vocabulary in the section of their math journal devoted to vocabulary. Every 5-6 paragraphs, the students will write a summary of what they have read (the teacher should identify natural breaking points for writing the summary). The summaries should reveal at least some of the following information:

1. How was gentrification identified in Bed-Stuy? What did the people see or feel that made them recognize that gentrification was happening?
2. What did people see as good changes due to gentrification?
3. What did people see as bad changes due to gentrification?

Think-Pair-Share:

1. After reading this article, what are 2 things that you wonder about gentrification?
2. Do you see gentrification happening in any other neighborhoods in Brooklyn? How do you know?
3. Do you think that gentrification is related to the racial segregation of neighborhoods that was discussed earlier? If so, how do you think these two are related?

Assess and Reflect on Student Learning

20% of the Lesson

Assessment of new learning: Journal Entry:

1. In your own words, define gentrification.
2. What are 3 ways that gentrification can be identified in a neighborhood?
3. What are your views on the value of gentrification? Use specific facts and examples to support your argument.

Reflection on new learning:

1. Where did you get the information you needed to answer the above questions: from your experience and background knowledge? From the text? From another source?
2. When reading articles, we often come across new words that we do not know. Pick one new vocabulary word from "The Tipping of Jefferson Ave" that you did not look up in the dictionary. How did you determine the meaning of this new word? OR Pick one new vocabulary word from "The Tipping of Jefferson Ave." If you did not have a dictionary available, how could you have determined the meaning of this new word?

Excerpts from "The Tipping of Jefferson Avenue"—NY Magazine 2005

By Jeff Coplon

Within Brooklyn Community District 3, the generally accepted borders for Bed-Stuy, the 2000 Census found a white population of only 1.4 percent, most of it clustered along the western fringe of the neighborhood, near Clinton Hill. While that figure has since climbed substantially (as morning rush hour at the Ulica Avenue station will attest), the influx of the affluent remains to this point a largely black affair—and some longtime residents hope it stays that way. They are wooing the black professionals who no longer jump at some fantasy life in the suburbs or that \$2 million rowhouse in Cobble Hill. They do not need white people to validate their neighborhood as desirable, much less rescue it.

"This neighborhood has come back," says Brenda Fryson, the co-founder of a civic group known as the Brownstoners. "And it's not because white people have come here but because of the tenacity of the people who have lived here all along."

As Gloria Boyce sees it, the real-estate boom is "terrible, because our young people can't come back." A community activist who has lived in a lavishly detailed house at 583 Jefferson for most of her 70-plus years, Boyce has no plans to take the money and run. "When they take me out of here," she says, "they'll take me to the undertaker." At the same time, she agrees with an estimate by Colvin Grannum, the energetic president of the Bedford-Stuyvesant Restoration Corporation, that the more attractive parts of her neighborhood—"brownstone Bedford-Stuyvesant"—might be 50 percent white within ten years. "That's right, because you know why?" asks Boyce. "Nobody else will be able to afford to buy it."

As prices zoom, the specter haunting this community is Fort Greene, where working-class residents—and especially black working-class residents—have been shouldered aside. For now, Bedford-Stuyvesant seems a long way from such concerns. There are few slow-food restaurants, few shops of note. Among a sampling of recent home buyers on Jefferson Avenue, none fit the yuppie stereotype of two briefcases, a nanny, and a yearning for Gramercy Park.

As late as 1950, the neighborhood was 50 percent white; by 1960, only 18 percent. Just that fast, a place changed—a reminder of how quickly it might change again. For Bedford-Stuyvesant, the fifties were not so sleepy after all. They heralded the exodus to

suburbia on the new L.I.E., the buffeting by parasitic brokers and non-lending banks, the initial slackening of city services, and the first-phase dumping of the locked-out poor. In a conventional retelling of the inner-city story, that's the end of Bed-Stuy's golden era: when the white people left. We're led to presume that it was all downhill from there, a nosedive into poverty, decay, chaos, murder.

In 5 sentences, summarize the previous 6 paragraphs

The block faced its sternest test in the eighties, as crack succeeded heroin as the inner-city pandemic. Brenda Fryson says, "Crack was like an atom bomb." A walk to the A train became a slalom through a street-corner bazaar, and the block took some young casualties. But a line was also drawn here, as some entrepreneurial tenants found when they tried to run a "candy store" in one of the block's low-slung garages. After brazenly leafleting their grand opening, the dealers arrived on the appointed morning to find their path barred by half the block association: working men and women, high-school students, and mothers with strollers, all picketing in the rain. Carl Butler is still indignant. "You bring that crap in here," he says, "bad things are going to happen to you." The picketers returned the next morning, and the next. The candy store never opened.

With a bit of hindsight, Bed-Stuy's current vogue seems predictable—more, inevitable. During the past decade, Brooklyn became the ambitious young urbanite's destination borough, a trend born in the dot-com bubble and secured by 9/11 and our shattered assumptions about "safe" neighborhoods. By the late nineties, brownstones on the better blocks in Park Slope and Fort Greene had already swept past a million dollars. First-time buyers were priced out of Boerum Hill and Prospect Heights. Pressure built from just west of Bed-Stuy, in Clinton Hill, and from the north, where the Hasidic community had outgrown Williamsburg.

Not least, there was Bedford-Stuyvesant's intrinsic value—its rare architecture and nigh-ideal location, less than fifteen minutes by train from Wall Street. In the end, all that buffered the neighborhood from real-estate mania—all that kept a nice townhouse as low as \$200,000 into the late nineties—was its felonious reputation, along with a general reluctance among white home buyers to dive into an identifiably black neighborhood. But as the brownstone craze crested, crime fell throughout New York. In the 81st Precinct, which contains the eastern half of Bed-Stuy (including Jefferson Avenue and the landmark district of Stuyvesant Heights to the south), the tally of murders, robberies, rapes, and felonious assaults plunged 64 percent between 1993 and 2003. Rooftop handgun practice became a rarity; dealers moved their trade indoors or went out of business.

As a whole, Bedford-Stuyvesant remains one of New York's poorest neighborhoods. In relative terms, crime is still high; with fifteen homicides in 2004, the 81st ranked among the worst in the city. But as in many neighborhoods, one's sense of security is a block-to-block proposition. In the precinct's muster room, a street map was pocked with colored pins marking the past year's most serious crimes: homicides of any stripe plus all shootings, with or without fatalities. Of some 75 pins, 45 were clustered in the map's south-east corner, near Atlantic and Saratoga, and another ten or so around the Roosevelt Houses, in the north-central part of the precinct. But in the south-central quadrangle of 25 square blocks most coveted by the new gentry, there were but two pins: a nonfatal

shooting on Putnam and a domestic strangulation on Bainbridge. There were no pins on Graham's block on Jefferson Avenue, nor along his pleasant eight-block stroll to the A train.

Five years after Bedford-Stuyvesant was hailed in the Times as "Brooklyn's newest investment region," the neighborhood has grown into the hype. Although middle-class amenities are sparse and the schools mostly substandard, Bed-Stuy's image is beginning to mold to its softer reality. Real-estate agents will tell you that the neighborhood is undervalued even now. There is no great untapped brownstone quarter beyond Bed-Stuy. Bushwick has been devastated by arson and abandonment; Brownsville and East New York were tenement districts from the get-go. Bed-Stuy, so long reviled, may represent the last best chance for the urban version of the American Dream.

In 5 sentences, summarize the previous 5 paragraphs

The last of the three Taylor houses, at 598A, went to community-development workers James Shipp and Carmen Maldonado, late of Prospect Heights, who paid \$490,000 in December 2003. Shipp, who is 34, spent his early childhood in Bed-Stuy, on Macon Street, before moving to Indiana at age 9. Maldonado, 35, was raised in public housing in the South Bronx. In fifth grade, she began commuting to the Breatley School on East 83rd Street, a stranger in a strange land.

Maldonado is light-skinned, even pink-cheeked, and she imagined her neighbors' thinking when they spotted the U-Haul: Okay—gentrification, white person, there goes the neighborhood! But it was precisely Bed-Stuy's identity as a mixed-income "neighborhood of color"—with its significant Latin minority—that appealed to her. If the couple needed confirmation, it came on a late weekend night last summer. A disturbance raged across the street, inside a house where the owner died without a will and squatters had taken up residence. The noise got louder as it spilled outside the house. One man was struck with a bottle, and it wasn't clear what might happen next. Shipp first looked out from his window and then, as a police car swooped in, he moved out to his

sloop. He found a heartening sight: a half-dozen neighbors on their stoops, monitoring the situation. There would be no Kitty Genovese on Jefferson Avenue.

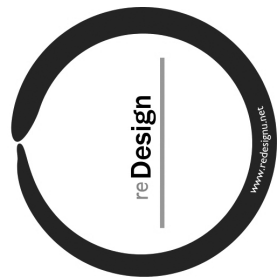
At bottom, gentrification amounts to a brutally simple transaction: Those with more edge out those with less. The most vulnerable people in Bedford-Stuyvesant, where a two-bedroom apartment can run \$1,400 a month and up, are lower-income renters. With few legal constraints, impatient landlords have used the tried-and-true techniques—no repairs, ample harassment—to rid themselves of undermarket leases. Eviction complaints to the Pratt Area Community Council quadrupled between 1999 and 2003.

For ten years after college, Emory Moore lived and worked in glamorous places: first Zurich and Florence, later Chelsea in Manhattan. In 1996, he came back to the place that made him happiest, where he had a vegetable garden and everybody knew his name. He returned to his family's home at 574 Jefferson, to rejoin his mother and two brothers and a sister-in-law. His grandparents lived next door. "It's a place where I feel I belong," Moore says, as he closes up shop at Embora, his stylish dance-and-martial-arts studio in Clinton Hill.

Moore is ambivalent about gentrification. He is thrilled to find—at last—a macchiato and a Times in Bed-Stuy, and the new potential to expand his business here. He is all for diversity on the block: "You learn from each other." At the same time, he believes that Bed-Stuy needs "to be predominantly black. The part I don't want is any loss of cultural identity."

In 5 sentences, summarize the previous 5 paragraphs

Notes:



"Unit Plan: Scatter Plots & Gentrification / Course: Math and Social Justice"

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Essential Question(s) or Higher-Order Thinking Objective:

To create and analyze scatter plots to help support ideas about particular issues of social justice

Lesson Preparation: Goals for Today's Lesson

Cross-Disiplinary Learning Strategy Goals

Higher-Order Thinking skills:

- I am able to create scatter plots from given data
- I am able to analyze scatter plots

Unit Content / Skill Goals

I know how to create scatter plots
I can analyze scatter plots and discern meaning from them

Literacy Strategies

- Visualization
- Making Predictions

Skills / Concepts I am introducing, and plan to work on all term (for formative assessment only at this point)

I am learning how to use mathematical evidence to support my ideas and understand the world around me

Lower-order thinking skills:

- I understand what demographics are and what they tell me about a population
- Skills / Concepts I expect to already be familiar with (for review)

Making Predictions

Plotting points on coordinate plane

Key concepts, terms and vocabulary (to be explicitly taught or reviewed IN THIS Lesson)

Scatter Plot, Demographics

Resources for this Lesson

Brooklyn demographic data compiled from radicalmath.org and infoshare.org (see below)

Lesson Launch: Building Background / Activating Prior Knowledge

20% of the lesson

Instructional Steps for Building-Background

Do Now: Do you think that income and education are related? If so, how are they related?

Modeling: Ask the students what "demographics" means. If the students are unsure, define / explain the meaning. Then, pass out the demographic data. The teacher will model making a scatter plot using the demographic data for median income and percent of people with a Bachelor's degree—model thinking about setting up the scatter plot, what

should go on the x and y-axes and what the scale should be for the particular data points. Also model plotting 2-3 data points on chart paper or on an overhead / transparency. The students will then take turns plotting the remaining points on the scatter plot. The teacher should refer back to the Do Now and make connections between the Do Now and the scatter plot that the class created (for example: Students may say in the Do Now that income will increase as people become more educated. As the scatter plot is created, show the students where they can see this positive correlation.)

Students Practice and Apply New Knowledge

60% of the Lesson

Steps for Independent Work to practice AND apply new learning: In pairs, students will choose a different pair of variables (other than the pair used in the "modeling" section above) from the demographic data. They will be using this data to create their own scatter plot. Before they create the scatter plot, ask the students to predict what they think the scatter plot will look like and draw a rough sketch of their prediction. Then, they will create the scatter plot on chart paper.

Assess and Reflect on Student Learning

20% of the Lesson

Assessment of new learning:

Student Presentations of their scatter plots: Students should be given 10-15 minutes to think about the following questions (this could also be done as a homework assignment after the first day of this lesson):

1. How did you create your scatter plot? What steps did you take and why?
2. Was your prediction correct? If yes, what clues did you see that told you the scatter plot would look like that? If no, why do you think your scatter plot turned out differently from what you expected?
3. What do you think your scatter plot says about the relationship between the two variables?

Each group will then use the questions above to guide them as they give a 5 minute presentation of their scatter plot to the class.

Reflection on new learning: In your opinion, what was the most difficult part of creating this scatter plot? Why was this difficult?

How did you determine what the scatter plot says about the relationship between the variables?

Brooklyn Demographics

Brooklyn Zip Codes	Military Recruits per 100,000 (2004)	Median Income	Percent with Bachelor's Degree	Percent People of Color (2000)
11203 — East Flatbush	55	\$43,361	10.3	98
11207 — East New York	51	\$30,419	7.3	99
11209 — Bay Ridge	17	\$49,835	16.3	29
11211 — Williamsburg	13	\$37,280	92	49
11212 — Brownsville	67	\$25,562	71	100
11214 — Bath Beach / Bensonhurst	22	\$45,815	13.8	33
11215 — Park Slope / Windsor Terrace	10	\$66,132	22.2	43
11216 — Bedford- Stuyvesant	42	\$28,743	8.5	99
11222 — Greenpoint	25	\$40,884	12.7	29
11223 — Gravesend / Homecrest	29	\$39,840	13.4	32
11224 — Coney Island	53	\$25,365	12.9	51
11225 — Crown Heights	61	\$32,351	8.9	94
11226 — Flatbush	55	\$35,721	8.8	97
11228 — Dyker Heights	20	\$50,149	12.1	23
11230 — Midwood	16	\$43,290	13.8	30
11235 — Sheepshead Bay / Brighton Beach	31	\$41,676	15.7	27
11236 — Canarsie	49	\$52,006	11.3	86
11237 — Bushwick	25	\$26,455	7.2	96
11238 — Prospect Heights	33	\$51,111	18.7	85



"Unit Plan: Scatter Plots & Gentrification / Course: Math and Social Justice"

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Essential Question(s) or Higher-Order Thinking Objective:

To use scatter plots to determine whether or not gentrification is occurring in Brooklyn

Lesson Preparation: Goals for Today's Lesson

Cross-Disciplinary Learning Strategy Goals

Higher-Order Thinking skills:

- I am able to create scatter plots from given data
- I am able to analyze scatter plots
- I am able to evaluate information and form my own opinions based on what I read and know.

Unit Content / Skill Goals

- I can interpret scatter plots to help me understand the meaning in data and what it tells us about a particular issue of social justice
- I can analyze scatter plots and discern meaning from them

Literacy Strategies

- Making Predictions
- Making Inferences

Skills / Concepts I am introducing, and plan to work on all term (for formative assessment only at this point)

- I am learning how to use mathematical evidence to support my ideas and understand the world around me

Lower-order thinking skills:

- I can identify the different types of correlations.
- I am able to apply my knowledge of scatter plots to illustrate my thinking about an issue of social justice.

Skills / Concepts I expect to already be familiar with (for review)

- Making Predictions
- Scatter Plots
- Correlations
- Gentrification

Key concepts, terms and vocabulary (to be explicitly taught or reviewed IN THIS Lesson)

Resources for this Lesson

Brooklyn demographic data compiled from infoshare.org and radicalmath.org (see earlier lesson)
Percent Change worksheet from radicalmath.org (see below)

Lesson Launch: Building Background / Activating Prior Knowledge

20% of the Lesson

Instructional Steps for Building-Background:

Present the students with two of the scatter plots they created in the lesson on making scatter plots. Ask students to identify the type of correlation that exists between the two variables and how they know this.

Review how to make a scatter plot. As a class, list the components of a good scatter plot labels on axes, scale, and title.

Students Practice and Apply New Knowledge

60% of the Lesson

Steps for Independent Work to practice AND apply new learning: Individually, students will make predictions about the relationship between percent increase in rent and race by answering the following questions:

1. What two variables are being compared?
2. Predict the type of correlation do you think these two variables will have.
3. Why do you think they will have this type of correlation?
4. Predict whether or not this will be a strong correlation or a weak correlation. What is informing your prediction?
5. Can you infer that this type of correlation between these two variables indicates that gentrification is occurring? Why or why not?

In pairs, students will create their own scatter plot using the percent increase in rent data from the previous lesson on percent change and data on percent people of color from the provided data sheet.

Individually or in pairs, students will analyze the scatter plots they make to see what type of correlation, if any, exists between percent increase in rent and race and evaluate gentrification by answering the following questions:

1. According to your scatter plot, how is percent change in rent related to percent people of color?
2. What type of correlation do these two variables have? How do you know?
3. Does this type of correlation between these variables tell you anything about gentrification in Brooklyn?
4. How beneficial and / or harmful is gentrification to Brooklyn?
5. What could be done to stop the negative effects of gentrification?

Assume that a local politician does not think that gentrification exists in Brooklyn and that it does not have negative effects on the communities. Write a letter to the politician to try to convince him / her that this is a serious issue that needs to be addressed. Use the data provided and your scatter plot to support and prove your argument.

Assess and Reflect on Student Learning

20% of the Lesson

Assessment of new learning:

1. What is one method that can be used to determine how two variables are related?
2. What does the correlation between percent increase in rent and percent people of color tell you about gentrification in Brooklyn?

Reflection on new learning:

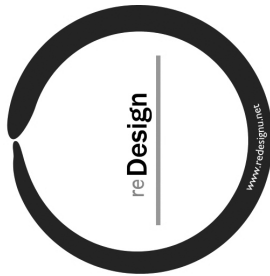
1. Was making a scatter plot helpful in determining if gentrification is occurring in Brooklyn? Why or why not?
2. How did you use your scatter plot to determine if gentrification was occurring?

Notes:

Notes:

Percent Change in Median Rent in Brooklyn

Zip Code	Median Rent in 1990	Median Rent in 2000	Percent Change
11201 - Brooklyn Heights / Cobble Hill	\$519	\$719	
11203 - East Flatbush	\$512	\$594	
11204 - Parkville / Bensonhurst	\$527	\$798	
11205 - Fort Greene	\$421	\$712	
11206 - Williamsburg / Bedford-Stuyvesant	\$322	\$679	
11207 - East New York	\$454	\$667	
11208 - Cypress Hills	\$501	\$665	
11209 - Bay Ridge	\$524	\$738	
11210 - Vanderveer	\$517	\$738	
11211 - Williamsburg	\$371	\$809	
11212 - Brownsville	\$415	\$619	
11213 - Brower Park / Crown Heights	\$443	\$515	
11214 - Bath Beach / Bensonhurst	\$521	\$533	
11215 - Park Slope / Windsor Terrace	\$586	\$617	
11216 - Bedford-Stuyvesant	\$409	\$871	
11217 - Park Slope / Gowanus	\$538	\$758	
11218 - Kensington/Windsor Terrace	\$524	\$1,521	
11219 - Borough Park	\$502	\$1,122	
11220 - Sunset Park	\$506	\$608	
11221 - Bushwick / Bedford-Stuyvesant	\$421	\$763	
11222 - Greenpoint	\$430	\$797	
11223 - Gravesend / Homecrest	\$492	\$763	
11224 - Coney Island	\$353	\$800	
11225 - Crown Heights	\$479	\$718	
11226 - Flatbush	\$510	\$822	
11228 - Dyker Heights	\$568	\$690	
11229 - Homecrest / Madison	\$497	\$719	
11230 - Midwood	\$486	\$558	
11231 - Carroll Gardens / Red Hook	\$492	\$443	
11232 - Industry City / Sunset Park	\$477	\$597	
11233 - Stuyvesant Heights	\$403	\$646	
11234 - Flatlands / Mill Basin	\$600	\$772	
11235 - Sheephead Bay / Brighton Beach	\$486	\$714	
11236 - Canarsie	\$577	\$588	
11237 - Bushwick	\$453	\$529	
11238 - Prospect Heights	\$471	\$594	



Course Name: Playing With Knowledge / Unit Name: What is essential?

Essential Question(s) or Higher-Order Thinking Objective:

"What is essential in life? What do I value?"

Unit Content / Skill Goals

Skills / Concepts I expect students to learn during this unit (for summative assessment)

I know how to analyze the author's use of the following literary devices

Symbolism
Characterization

I can use my expository writing skills to communicate my ideas about my values
I know how to listen and respond to my peers in collaborative groups

Cross-Disciplinary Learning Strategy Goals

Higher-Order Thinking Skills

- I am learning to evaluate important concepts (themes) in the text. I am using the strategy of determining importance in order to do this.
- I am able to make connections to the text in order to form opinions about my values.

Literary Strategies

I can ask questions, make mental images, make connections and synthesize ideas to evaluate the perspective of the writer, and to develop ideas about my values.

Skills / Concepts I am introducing, and plan to work on all term (for formative assessment only at this point)

I am learning how authors craft children's books and how to use symbolism and characterization in my writing

I am learning how to arrange my sentences and my paragraphs

Metacognition

- "I am able to accurately identify areas and quality of new learning, and areas where I plan to grow."
- "I am learning how to assess my progress in applying learning strategies using the Bloomed reading reflection log

Skills / Concepts I expect students to already be familiar with (for review):

Basic understanding of learning strategies
Knowledge of Bloom's Taxonomy

Characterization

Sentence structure

Basic understanding of the conventional plot arc

Ability to identify a symbol

Lower-Order Thinking Strategies

- I am able to use 2 new graphic organizers and dialectical journals to organize my ideas about what is essential to me, and to define my values.

- I am able to comprehend important events in the text and demonstrate my understanding through reader responses.

Key concepts, terms and vocabulary (to be explicitly taught)

exposition, climax, characterization, symbolism, synthesis, theme, allegory

Resources

Independent Reading Texts

Students will be encouraged to choose books at their independent reading level. They will practice and apply newly learned strategies for thinking about their texts.

Class Texts

- "The Little Prince," by Antoine de Saint-Exupéry. Richard Howard (Translator). # ISBN-13: 9780152023980. Pub. Date: 05/22/2000
- A selection of books by Roger Hargreaves, such as Mr. Happy or Little Mrs. Trou-ble. Penguin Group (USA) Incorporated
- Depeche Mode's video "Enjoy the Silence". <http://www.youtube.com/watch?v=Lx58hXh4pVA>
- "8 Mile", by Eminem, <http://www.azlyrics.com/lyrics/eminem/8mile.html>
- Excerpts from Plato's The Republic. Relevant excerpts: Plato's allegory of the cave, or one or more of the numerous sections where he encourages youth to think for themselves. The importance of the allegory lies in Plato's belief that there are invisible truths lying under the apparent surface of things which only the most enlightened can grasp. book II, <http://classics.mit.edu/Plato/republic.3.ii.html>

Evidence of Understanding

Daily Real-Time Assessment Practices

- Daily Wrap-Up activities such as an Exit Ticket, Quiz, or round-robin sharing.
- Daily in class bloomed reading logs based on the six habits / strategies of proficient readers.
- Weekly in-class conferences with the teacher regarding their thoughts about their reading / writing.
- Almost daily writing activities, where students learn to express their ideas about literature in writing.
- Daily informal observations: the teacher circulating, while students read, write, think and discuss.

Examples of Questions / Tasks for Exit Tickets, Quizzes, Journal Entries, and Round Robins

Higher-order Thinking:

- To what extent do you agree with the Little Prince's ideas about the importance of curiosity and imagination compared to his disdain for the pragmatism of adults?
- I developed the following criteria to help me figure out if my sentences and paragraphs are arranged in a way that helps the reader understand my ideas:
- How does the author help the reader analyze the Little Prince's values and beliefs? What literary devices does he use to accomplish this?

Literary Strategies

- What do you visualize when you read this text?
- How is this text organized? Make a connection between this text and one from your independent reading?
- How are you incorporating new information into ideas you already have?

Metacognition

- Why might your visualization of this text be different from another student's?
- How did asking questions help you think about the Little Prince's motives for leaving his planet?
- How did you identify patterns in the text in order to synthesize larger themes in the text?
- How did you incorporate new information from today's reading in to your prior knowledge?

Lower-order Thinking Skills

- Identify the basic parts of a story (setting, characters, plot)
- Remember why writers start new paragraphs
- Be able to identify when an author uses a symbol in his / her writing
- Provide two examples of places in the text where the Little Prince shows his disdain for adults?

Small-scale Performance Tasks

Symbolic Worlds—students will work in groups to create a planet that can only be understood through drawings and symbols and that represents what is essential in their lives. A song or poem that is based on one of themes that the class has identified as relevant to the text.

A Benchmark Assessment: Teaching Children what we think is essential

Mr. / Mrs. Book—students will work independently to create a short children's book based on the series by Roger Hargreaves. Students will be asked to create a book that reveals their values. Successful books will synthesize learning about the writing craft, literary devices, and story telling.

Ideas for Lesson Launches

- How do authors and musicians use symbolism in their writing?
- What is characterization and how does the author characterize the Little Prince?
- What is a plot arc and how can I plan my story?
- What is the difference between a remember question and an evaluative question?
- How do I determine the important parts of a text?
- What are the qualities of solid group work?
- How and why do the authors of children's literature mix text and graphics?

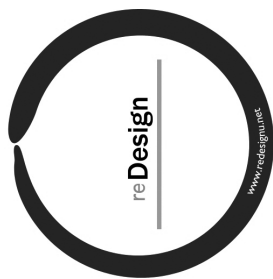
Key Lesson Plans

- What are the different kinds of questions we ask as readers
- How can questioning help us analyze the thoughts, behaviors and values of the book's characters?
- How can we analyze two important themes from the text?
- How can I make connections to the text to help me understand this book as an allegory?
- How can I make text-world connections in order to analyze the fifth and six planets the Little Prince visits?

Notes:

Mr. / Mrs Book Benchmark Rubric

Mr. / Mrs. Book Rubric			Author		
	1. Selects / Describes	2. Analyzes	3. Evaluates / Creates	Notes	
Definitive Character Trait	Selects or describes a trait for his / her character	Throughout the book the reader is able to see the effect of the character trait	The author takes a stance on the overarching characterization of his / her protagonist		
Literary Devices: Symbolism, repetition, dialogue	Selects and uses an appropriate literary device	The use of the selected literary device helps the develop and understanding and make inferences about the character,	The author allows the reader to create meaning through his / her use of literary devices. This is overtly conscious on the part of the author		
Illustrations	Selects illustrations from one of Roger Hargreaves' books. May color it in	Analyzes how to match the illustrations with the character trait of his / her character. The illustrations further comment on the character	Illustrations are original creations that help the reader identify and evaluate the author's position of the protagonist's trait		
Plot Organization	The author selects an appropriate set of events to illustrate the protagonist's character trait	The author using his / her learning about plot arc to construct a conventional narrative	The author uses his / her learning about plot arc to manipulate a conventional narrative structure		



Course Name: Playing With Knowledge / Unit Name: What is essential?

Essential Question(s) or Higher-Order Thinking Objective:
What are the different kinds of questions we ask as readers?

How can I use the strategy of questioning to help me understand the text?

Lesson Preparation: Goals for Today's Lesson

Cross-Disciplinary Learning Strategy Goals¹

Higher-Order Thinking Skills

- How can I evaluate the types of questions I am asking during reading?
- How do higher-order questions help me gain insights in to the thoughts, behaviors and values of the characters?
- What do I do when I have a question that is "between the lines"?

Unit Content / Skill Goals²

Skills / Concepts I expect students to learn during this unit (for summative assessment)

I know how to analyze the author's use of the following literary devices

Characterization

Literary Strategies

Questioning Skills / Concepts I am introducing, and plan to work on all term (for formative assessment only at this point)

How to form questions for clarification purposes

How to ask questions that can be answered within the text

Literary Strategies

Skills / Concepts I expect to already be familiar with (for review)

Key concepts, terms and vocabulary (to be explicitly taught or reviewed IN THIS Lesson)

Bloom's idea of "evaluation"

"Thick" and "thin" questions

Resources for this Lesson

"The Little Prince", chapters 3-5

reDESIGN graphic organizer that helps students think about the types of questions they have based on Blooms

Lesson Launch: Building Background / Activating Prior Knowledge

20% of the Lesson

Steps for Building-Background³

- Before going in to the questioning activity, lead a discussion about these two

words and how we use them.

- Provide an example of how we all "understand" Michael Jordan is a good basketball player, but only those of us with knowledge about basketball can "evaluate" why he is good.
- Ask students if they can think of another analogy that might help us understand the difference between understanding something and evaluating it.
- As a class, come up with a definition for the words, "evaluate" and "understand". Chart this on big paper and ask students to put this in the "key concepts" section of their reader's notebook.
- Transition to read aloud by explaining to students that today we will be reading aloud and practicing asking different types of questions about the thoughts, behaviors and value of the characters in The Little Prince
- Begin to read chapter 3 with students. Stop and model the questions you have. Begin with an "understand" question and then form a more evaluative question. Ask students to notice what is different about those two questions. Why are they different? What do they do differently for us as readers?

- Understand-"How did the Little Prince end up on Earth?". Make sure students notice that the answer to this question can be found in the book and it is what we might call a "thin" or "clarifying" question.
- Evaluate-"The narrator mentions that he wants us to read his book 'carefully'...What does he mean by this? What does it mean to read a book like this carefully? Does this have something to do with how the book is written?". Help students see that this is a "thicker" question because I have to answer it through thinking critically and using my background knowledge. The answer is more in between the lines. I have to interact with the text more.

Students Practice and Apply New Knowledge

60% of the Lesson

- Steps for Independent Work to practice AND apply new learning:
- Students read chapter 4 on their own, practicing questioning on their graphic organizer. Students will be asked to do the same thing we did in the minilesson, come up with questions and decide what types of questions they are. Are they thick and evaluative or more thin and more about comprehension.
- Teacher will go around and conference with students during their independent practice. Check in with students about the distinction between higher-order questioning and comprehension questions.

¹ It is not necessary to have Learning Strategy Goals in each of the boxes. Different lessons will focus on different strategies.

² Don't try to cover too much in one lesson. One content / skill goal is perfectly sufficient.

³ This is where you model a strategy, teach or review important vocabulary or concepts, help students make connections to material they have already learned or their own experience, and make sure they are prepared for the practice / application sessions to follow.

Teacher should anticipate that students might have trouble deciding what types of questions they have. To help them with this, the teacher might ask some of the following questions.

1. Where might you find the answer to this question?
2. If you were to answer this question, what would you say?
3. How and why did you come up with this question?
4. What does asking this question do for you as a reader?

Teacher will record conferencing notes to inform tomorrow's lesson.

Assess and Reflect on Student Learning

20% of the Lesson

Assessment of new learning:

Class discussion

- Teacher will ask students to write what they feel is their best question on the big paper
 - As a class we will discuss as many of them as we can in 10 minutes.
- The class scribe will be asked to determine the important responses that help us answer these questions and put those on big paper next to our questions

Reflection on new learning:

Journal

Higher-order—What types of questions did you ask today in chapter 4? How does asking these questions help you gain insight in to the book?

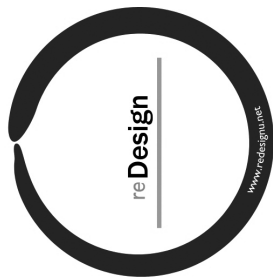
Lower-order—What was the best question you asked today? Why do you think it's the best?

Students will have the opportunity to share their reflections with the class. Teacher should help sum up today's learning by bringing the class back to the objective and

Homework:

30 minutes of independent reading and reading reflection log

Notes:



Course Name: Playing With Knowledge / Unit Name: What is essential?

Essential Question(s) or Higher-Order Thinking Objective:

How can questioning help us analyze the thoughts, behaviors and values of the book's characters?

Lesson Preparation: Goals for Today's Lesson

Cross-Disciplinary Learning Strategy Goals⁴

Higher-Order Thinking Skills

- How can I ask questions to understand another's perspective?
- How can I ask "thick" and "thin" questions and how do I tell the difference?

Unit Content / Skill Goals⁵

Skills / Concepts I expect students to learn during this unit (for summative assessment)

- Which character's value are closest to your own?
- How to engage in the "hot seat" activity (role playing)
- Why does the author have the narrator meet these characters? How do they comment on the thoughts, behaviors and actions of the narrator and the reader?

Literacy Strategies

Questioning Skills / Concepts I am introducing, and plan to work on all term (for formative assessment only at this point)

- How to form questions at least at the analysis level of Blooms
- How to ask questions that can be answered within the text

Literacy Strategies

Skills / Concepts I expect to already be familiar with (for review)

- Asking questions at the comprehension level
- Students should have some familiarity with role playing in the classroom environment

Key concepts, terms and vocabulary (to be explicitly taught or reviewed IN THIS Lesson)

Bloom's idea of "evaluation"

"Thick" and "thin" questions

Resources for this Lesson

Little Prince chapters 3-4, journals, folders, reading logs, note cards

Lesson Launch: Building Background / Activating Prior Knowledge

20% of the Lesson

Steps for Building-Background⁶

- Ask a student to sum up yesterday's lesson around the different types of questions
- Fill in any gaps in their summarization

- Illustrate for students today's objective and make sure they understand that today we will be applying (not just practicing) asking thick and evaluative questions and that we will be doing so through a role-play called a "hot seat".

- Ask students if they have ever done this type of activity in a previous class.
- Before students begin the application period, model the hot seat with a student who has done this before or you feel is comfortable with role-playing.
- Illustrate for students that the "hot seat" is both about applying the strategy of asking "thick" questions and helping us analyze who are characters are, how they are crafted and what their thoughts are and what they believe and how they act.

Students Practice and Apply New Knowledge

60% of the Lesson

- Steps for Independent Work to practice AND apply new learning:
- Students will be given a note card, either blue of white. The blue cards will have a specific character's name on one side (narrator, prince, sheep, Turkish dictator, reader) and the white ones will have specific roles (business woman, teacher, scientist, artist, astronomer and politician).
- Roles will be put on the board. Students with white cards ask questions of the characters. In preparation, students with white cards will prepare a short introduction telling the class about who they are and what they think about all day.
- Students will perform the hot seat. Those with questions will direct their questions to the appropriate party. That student will answer the question in character.

Assess and Reflect on Student Learning

20% of the Lesson

- Assessment of new learning:
- Quick-write and Class discussion
- What was the one question that really helped you understand the thoughts, values or behaviors of one of the characters?
- Lead a class discussion around this question

Reflection on new learning:

Exit Ticket

How was asking and answering questions from different perspectives challenging?

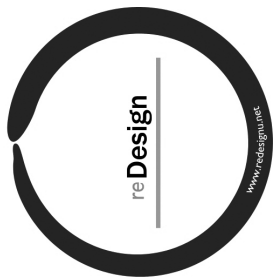
Homework:

30 minutes of independent reading and reading reflection log

⁴ It is not necessary to have Learning Strategy Goals in each of the boxes. Different lessons will focus on different strategies.

⁵ Don't try to cover too much in one lesson. One content / skill goal is perfectly sufficient.

⁶ This is where you model a strategy, teach or review important vocabulary or concepts, help students make connections to material they have already learned or their own experience, and make sure they are prepared for the practice / application sessions to follow.



Course Name: Playing With Knowledge / Unit Name: What is essential?

Essential Question(s) or Higher-Order Thinking Objective:
How can I find evidence in the text to support a theme?

Lesson Preparation: Goals for Today's Lesson Cross-Disciplinary Learning Strategy Goals¹

Higher-Order Thinking Skills

Finding evidence in the text to match a theme and / or thesis

Unit Content / Skill Goals²

Skills / Concepts I expect students to learn during this unit (for summative assessment)

- What should people strive for in life? What are my values?
- Examining the author's intent

Literacy Strategies

- Synthesis

Skills / Concepts I am introducing, and plan to work on all term (for formative assessment only at this point)

- Finding evidence in the text
- Supporting a thesis statement
- Paragraphing in expository writing

Literacy Strategies

Skills / Concepts I expect to already be familiar with (for review)

- Engaging in high-level class discussion
- Using the strategy of synthesis
- Properly citing text

Key concepts, terms and vocabulary (to be explicitly taught or reviewed IN THIS Lesson)

Theme (most students should be familiar with this word on a basic level)

Resources for this Lesson

"The Little Prince", chapters 21-23, big paper, markers, TDR charts

Lesson Launch: Building Background / Activating Prior Knowledge

20% of the Lesson

Steps for Building-Background³

Journal-In order to prepare students for concepts and themes in the upcoming read aloud, students will respond to the following prompt in their journals:

- What should people strive for? What is the purpose of striving for anything?

Share-students will have the opportunity to share their journal with the person next to them. They will then have the chance to share their writing / conversation with the

whole class.

Read aloud-chapters 21-23

Model synthesis

Relate the fox's words about the invisibility of essentials to the narrator's drawing in chapter 1. Discuss with students how you are putting different pieces of the text together to realize that the narrator is asking the following questions

- Why can't we perceive what things really are, what is important or essential to us?
- The narrator seems to connect this to becoming an adult and losing a sense of our humanity through the modern world of adults.
- How is this an example of synthesis?

Students Practice and Apply New Knowledge

60% of the Lesson

Steps for Independent Work to practice AND apply new learning:

Hand out directions for task

- Teacher will put two themes on the board that students generated in a previous lesson. In groups, students will use a graphic organizer to find evidence that they believe supports the author's interest in this theme.
- Students will also be asked to comment on their thinking when selecting evidence for the given theme
- Teacher will circulate around the room helping groups use the strategy of synthesis to translate their findings into ways of thinking about big ideas in the text
- Groups will then present their findings on big paper to the rest of the class
- Class discussion. Teacher will lead a discussion prompting students to consider what they think about the big ideas we came up with.

Assess and Reflect on Student Learning

20% of the Lesson

Assessment of new learning: The following questions will be on the overhead so students can think about these ideas and so they can do their exit journal. They should respond to one or two of the questions with some depth.

Higher Order Thinking

- What is the author saying about human nature and human essentiality? What

¹ It is not necessary to have Learning Strategy Goals in each of the boxes. Different lessons will focus on different strategies.

² Don't try to cover too much in one lesson. One content / skill goal is perfectly sufficient.

³ This is where you model a strategy, teach or review important vocabulary or concepts, help students make connections to material they have already learned or their own experience, and make sure they are prepared for the practice / application sessions to follow.

does it mean to be human?

- What is your position? Are your thoughts similar or different than the perspective of the author?
- Based on our conversations today and in previous classes, why do you think the author wrote this book?

Lower Order Thinking

- Describe how we used evidence to support a theme?
- What do we say was essential to humans?

Reflection on new learning:

Journal-exit ticket

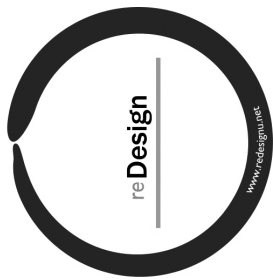
- People say that “synthesis” is the most complex of the reading strategies. Do you think that’s true?
- What did you have to do to synthesize big ideas from the text?

Homework:

30 minutes of independent reading and reading reflection log

Notes:

Notes:



Course Name: Playing With Knowledge / Unit Name: What is essential?

Essential Question(s) or Higher-Order Thinking Objective:

How can I make connections to the text to help me understand this book as an allegory?

Lesson Preparation: Goals for Today's Lesson

Cross-Disciplinary Learning Strategy Goals⁴

Higher-Order Thinking Skills

- Making connections on at least the analysis level on Blooms
- Combining evidence and responses in to a paragraph

Unit Content / Skill Goals⁵ Skills / Concepts I expect students to learn during this unit (for summative assessment)

Why would an author write an allegory?

What allegories is the author trying to communicate through his writing and why?

Literacy Strategies

- Making Connections

Skills / Concepts I am introducing, and plan to work on all term (for formative assessment only at this point)

- Finding evidence in the text
- Making complex connections using critical thinking skills

Literacy Strategies

Skills / Concepts I expect to already be familiar with (for review)

- Engaging in high-level class discussion
- Using the strategy of synthesis
- Properly citing text

Key concepts, terms and vocabulary (to be explicitly taught or reviewed IN THIS Lesson)

Allegory

- Present the word "allegory" and ask students if they have heard it before
- Provide a standard definition. Students copy in notebook. Allegory is a form of extended metaphor, in which objects, persons, and actions in a narrative, are equated with the meanings that lie outside the narrative itself.
- Ask students if they can come up with an example they know from a book or movie.
- If no student seems to know what you are talking about, suggest a story like Adam and Eve and ask them how and why we know what such things like the snake and apple represent.

Resources for this Lesson

Little Prince Chapters 9-11, journals, folders, reading logs,

Lesson Launch: Building Background / Activating Prior Knowledge

20% of the Lesson

Steps for Building-Background⁶

Journal

- "Describe a situation where you felt others were trying to control you or had power of you...How did you feel? How do you think the person in the position of power felt?" (7 minutes)
- Share responses (5 minutes)
- Read aloud chapters 8 and 9, modeling "making connections"
- "It is significant that the rose tries to make the Little Prince feel better about leaving...I can connect to this because when I was in a relationship my boyfriend had to move to Japan for a couple years. I knew he had to leave and I knew I had to make him feel ok about doing so even though I didn't want him to go. This helps me understand the rose as a symbol because at first she seemed bitchy, but now she seems reasonable and caring. Her feelings were based on her resentment, not that she didn't love him.
- "The king feels the need to control people, this connects to people in power feeling the need to control others. He may not have real control, but he wants to feel like he does. This reminds me of people, especially little kids, who see birds on the grass and try to kick them so they move. A false sense of control and power."

Students Practice and Apply New Knowledge

60% of the Lesson

Steps for Independent Work to practice AND apply new learning. Students will read aloud chapter 10 in small groups

- Students will be given a graphic organizer that helps them make different kinds of connections at different levels
- Students will share their connections with the small group and prepare to share out with the whole class.
- Groups will share their responses
- Teacher will attempt to ask strategic questions to make sure students can apply the strategy of making connections.

⁴ It is not necessary to have Learning Strategy Goals in each of the boxes. Different lessons will focus on different strategies.

⁵ Don't try to cover too much in one lesson. One content / skill goal is perfectly sufficient.

⁶ This is where you model a strategy, teach or review important vocabulary or concepts, help students make connections to material they have already learned or their own experience, and make sure they are prepared for the practice / application sessions to follow.

Assess and Reflect on Student Learning

20% of the Lesson

Assessment of new learning: Exit Ticket

- What was the most interesting connection to the text you made / heard today?
- What do you think the author is trying to do through writing this book?
- Why might the author have decided to write an allegory?

Reflection on new learning: Round-Robin Sharing

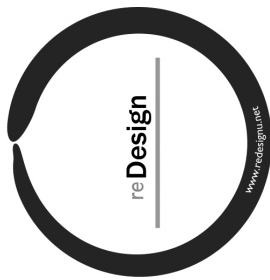
How easy is it for you to make connections to this book?

Why do you think this is?

Homework:

30 minutes of independent reading and reading reflection log

Notes:



Course Name: Playing With Knowledge / Unit Name: What is essential?

Essential Question(s) or Higher-Order Thinking Objective:

How can I make text-world connections in order to analyze the fifth and six planets the Little Prince visits?

Lesson Preparation: Goals for Today's Lesson

Cross-Disciplinary Learning Strategy Goals⁷

Higher-Order Thinking Skills

- How can my text-world connections enrich my reading experience?

Unit Content / Skill Goals⁸

Skills / Concepts I expect students to learn during this unit (for summative assessment)

- Reading to make connections on at least the analysis level on Blooms
- Analyzing allegory through making connections

Literary Strategies

- Making Connections

Skills / Concepts I am introducing, and plan to work on all term (for formative assessment only at this point)

- How can my connections lead me to a new understanding of the text?
- When making connections, how can I organize my ideas using the CDR chart?

Literary Strategies

Skills / Concepts I expect to already be familiar with for review

- Making text-world connections up to the comprehension level on Blooms\
- Using a similar graphic organizer to the CDR chart (students have used the TDR chart in previous classes)

Key concepts, terms and vocabulary (to be explicitly taught or reviewed IN THIS Lesson)

Ephemeral

- Ask students to think of words that end in "al"
- Discuss with students what these words have in common
- Help students make connections so they see that these words are similar because they all deal with pertaining to, like, of the kind of, relating to, characterized by, belonging to; action of, process of
- Place "al" on the word wall under suffixes

Resources for this Lesson

"The Little Prince" chapter 14-16, folders, reading logs, "CDR" overhead, blank CDR charts

Lesson Launch: Building Background / Activating Prior Knowledge

20% of the Lesson

Steps for Building-Background⁹

Read aloud

- Read chapters 14 and 15 with students-Model text-world connections
 - The lamplighter's actions are suggestive of religious worship. He follows mysterious orders from an invisible, outside power, which he serves with humility. He is a tragic figure as he does not possess the reflection to gain enlightenment. This connection allows me to understand the author's use of this character. The fact that the author shows compassion for the lamplighter suggests that he does not view devout worshippers with the same disdain as the inhabitants from the other planets, but finds it tragic.
 - The geographer is another flawed character. He thinks he knows everything, but he knows very little because he refuses to explore himself. His blind adherence to an arbitrary rule about what geographers are supposed to do makes him as shallow as the other grown-ups. This happens to a lot of adults in our world. In many professions people often don't reach their potential because of constraints they have put on themselves, thinking that doing something more might not be their role. We shouldn't limit ourselves like that.

- Show students the transparency of how you used the CDR (connection, detail, response) chart so students can see how to do in on their own.

- Teacher will put a connection under "C", a detail from the text under "D" and a response under "R"

- Ask students what kind of connection I have made and what level in Blooms we might put this on

Students Practice and Apply New Knowledge

60% of the Lesson

Steps for Independent Work to practice AND apply new learning: Practice / application

- Students will complete a CDR chart (connection, detail, response) in order to: (1) make a connection, (2) support it with a detail and (3) provide some analysis of what they think about it.
- Teacher will circulate, identifying and helping students that seem to be struggling

⁷ It is not necessary to have Learning Strategy Goals in each of the boxes. Different lessons will focus on different strategies.

⁸ Don't try to cover too much in one lesson. One content / skill goal is perfectly sufficient.

⁹ This is where you model a strategy, teach or review important vocabulary or concepts, help students make connections to material they have already learned or their own experience, and make sure they are prepared for the practice / application sessions to follow.

- Teacher will find at least one student to share.
- Students will have the opportunity to share in pairs.
- As a class, students will be encouraged to share their connections with the class

Assess and Reflect on Student Learning

20% of the Lesson

Assessment of new learning: Journal-students will respond to the following:

- “How did you figure out how to make text-to-world connections that would help me understand the 5th and 6th planets?”

Reflection on new learning: Round-Robin Sharing

- Consult your “reading reflection log”, what level on Blooms would you say your connection is and why do you say that?

Homework:

30 minutes of independent reading and reading reflection log

Notes:



[illegible]

[illegible]



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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]



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[illegible]

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