

A Visual Tour of the Units

Follow These Same Ten Steps for Your Own Unit Planning

Learning Pathway
How to Study a Concept
What Makes Someone a Good Leader?
 Unit Focus: Leadership

Let's begin the unit! This is one of eight units on this book that address both the "big" questions, concepts, and ideas, and "smaller" questions, concepts, and ideas. You'll find a lot of information here to help you plan your unit. The author has set up the unit to be a series of lessons, but you can also use it as a series of lessons. The author has set up the unit to be a series of lessons, but you can also use it as a series of lessons. The author has set up the unit to be a series of lessons, but you can also use it as a series of lessons.

1

Identify your learning pathway, unit focus, and inquiry question

Choosing a Unit's Focus Standard and Supporting Standards

The first thing you'll want to do is choose a focus standard. This is a standard that you will use to guide your unit. It should be a standard that is relevant to your unit and that you can use to assess your students' learning.

Determining a Unit's Focus Standard

R2. Theme/idea. This would be a good standard to choose when your focus is on a unit that explores a theme or idea. It should be a standard that is relevant to your unit and that you can use to assess your students' learning.

R3. Story/element. This would be a good standard to choose when your focus is on a unit that explores a story or element. It should be a standard that is relevant to your unit and that you can use to assess your students' learning.

R4. Word choice. This would be a good standard to choose when your focus is on a unit that explores word choice. It should be a standard that is relevant to your unit and that you can use to assess your students' learning.

R5. Genre and structure. This would be a good standard to choose when your focus is on a unit that explores genre and structure. It should be a standard that is relevant to your unit and that you can use to assess your students' learning.

2

Select and sequence your books

Choosing Powerful Picture Books

- Look for books with "big" ideas. These are books that explore big ideas and concepts. They are books that are worth reading and that can be used to teach important lessons.
- Look for books with a variety of perspectives. These are books that show different ways of looking at the world. They are books that can help students understand different cultures and experiences.
- Look for books that are easy to read. These are books that are written at a level that is appropriate for your students. They are books that can be read and understood by all students.

Quick survey of Text Complexity

Lexile	QUANTITATIVE COMPLEXITY	Qualitative Complexity	Lexile
Knowledge Demand	How much background knowledge and academic skills are needed to comprehend the text?	Lexical Richness: How many words and phrases are used in the text? How many different words and phrases are used?	Text Structure: How is the text organized? Is it a story, a poem, a play, or a non-fiction text?
Meaning	How difficult is the content? How much background knowledge and academic skills are needed to comprehend the text?	Text Structure: How is the text organized? Is it a story, a poem, a play, or a non-fiction text?	Text Structure: How is the text organized? Is it a story, a poem, a play, or a non-fiction text?
Language	Are there any words or phrases that are difficult to understand? How much background knowledge and academic skills are needed to comprehend the text?	Text Structure: How is the text organized? Is it a story, a poem, a play, or a non-fiction text?	Text Structure: How is the text organized? Is it a story, a poem, a play, or a non-fiction text?
Structure	Is the text organized in a way that is easy to understand? How much background knowledge and academic skills are needed to comprehend the text?	Text Structure: How is the text organized? Is it a story, a poem, a play, or a non-fiction text?	Text Structure: How is the text organized? Is it a story, a poem, a play, or a non-fiction text?

3

Determine your reading focus standard

TO BE A LEADER

Every leader is different. It's not just about being in charge. It's about being a good person. It's about being a good listener. It's about being a good communicator. It's about being a good team player. It's about being a good leader.

Thinking With Your Head and Your Heart

Leadership is not just about being in charge. It's about being a good person. It's about being a good listener. It's about being a good communicator. It's about being a good team player. It's about being a good leader.

Questions to Link an introductory Short Text to a Unit of Study

- What details in the text seem especially important to you?
- Why do you think this text is important to you?
- How does this text seem to relate to your history lessons?
- How does this text seem to relate to your learning pathway/author study, genre study, and/or your current unit of study?
- What details in this text might you especially want to connect to the study about?

4

Plan for units of approximately five weeks using a Unit Curriculum Map

Design Your Own Unit Curriculum Map

When you design your own unit, the unit curriculum map template will come in handy. It's a tool that can help you plan your unit. It can help you decide what to teach and when to teach it. It can help you decide what to assess and when to assess it. It can help you decide what to do and when to do it.

Unit Curriculum Map For Studying

UNIT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Unit 1	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"
Unit 2	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"
Unit 3	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"
Unit 4	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"
Unit 5	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"	Objective: Close Reading Read "The Boy Who Swam with Piranhas"

5

Launch your unit with a unit preview as well as a kickoff lesson based on the provided nonfiction article

