

MINDSET/READING STRATEGIES UNIT PLAN

Overarching Questions:

- What do good readers do?
- Am I clear about what I just read? How do I know?
- Can I respond to a text using evidence to support my opinions?

Student-Friendly Learning Target Statements	
<p>Knowledge Targets</p> <p><i>“What I need to know!”</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> I understand that there are strategies for pre-reading, during reading, and post reading <input type="checkbox"/> I can define the following reading strategies: <ul style="list-style-type: none"> ○ Surveying ○ Annotating ○ Chunking ○ Connotation vs. denotation ○ Summarizing & Responding <input type="checkbox"/> I can define the following argumentative methods: <ul style="list-style-type: none"> ○ Logos ○ Ethos ○ Pathos <input type="checkbox"/> I can understand the difference between a “fixed mindset” and a “growth mindset” <input type="checkbox"/> I can define the following words/phrases: <ul style="list-style-type: none"> ○ Implicit, Innate, Striving, Learned Helplessness, Depress, Engender, Ruminant, Malleable, Stagnant, Laud <input type="checkbox"/> I can understand a rubric: <ul style="list-style-type: none"> ○ I know the qualities of an effective summary ○ I know the qualities off an effective critical response
<p>Reasoning Targets</p> <p><i>“What I can do with what I know.”</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can survey a text to find the main ideas before reading <input type="checkbox"/> I can annotate the critical vocabulary in a text during reading <input type="checkbox"/> I can chunk paragraphs in an article by main ideas during or after reading <input type="checkbox"/> I can draw conclusions about an author’s argument based on the connotation and/or denotation of their word choice during or after reading <input type="checkbox"/> I can analyze the author’s use of argumentative methods <input type="checkbox"/> I can analyze the credibility of sources in a text <input type="checkbox"/> I can use a rubric to self-assess my summary and response
<p>Skill Targets</p> <p><i>“What I can demonstrate.”</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can summarize and respond to a text after reading
<p>Product Targets</p> <p><i>“What I can make to show my learning.”</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can write an accurate and objective summary of the text citing main ideas and using critical vocabulary <input type="checkbox"/> I can write a critical response to the text using my experience, observations and knowledge of the topic

<p>Disposition Targets</p> <p><i>“What I can do to foster productive attitudes, motivations, and interests.”</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can be an effective communicator, who writes and speaks using strong evidence to support my thoughts. (E) <input type="checkbox"/> I can pursue academic excellence through creative problem solving, reflection, and dedication to lifelong learning. Complex thinking! (A) <input type="checkbox"/> I can collaborate with a group to work towards a common goal. (G) <input type="checkbox"/> I can model leadership that promotes school, community, and global involvement. (L) <input type="checkbox"/> I can maintain ethical behavior through speech and actions. (E) <input type="checkbox"/> I can be a social contributor that makes positive contributions to school, community, and society for a better future. (S)
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Culminating Assessment(s):

- Independently read, annotate, and write a summary and response to an article about an aviator of your choice.
- Independently read, annotate, and complete a cross-curricular project about, “The Pit and the Pendulum” by Edgar Allan Poe. Write a summary and response about the project.