

Collaborative Unit Development Plan:

Unit Developer(s):

Reading Skills / Indicator Focus:




1.4.9- Summarizes information from expository text in logical order

1.4.10- Identifies topic, main idea, supporting details

1.4.5- Uses information from the text to make inferences and draw conclusions

Length of Unit:

Instructional Plan:

-  Follow the Gradual Release of Responsibility Model (included at end)
-  Describe steps & approximate pacing
-  Teaching notes may be included here or within a PowerPoint

Day 1: Summary

Preface: Diagnostic Pre-test

Students will be given diagnostic pre-test to determine areas of strength and weakness.

Job 1: The rules of summary

1. Students will observe PowerPoint in reference to the concrete rules of summarization.
2. Students will observe summary model “Cinderella.”

Job 2: Summary analysis w/ partners- “Which one fits the rules?”

- 1.) Students will read expository text distributed by instructor.
- 2.) Students will be grouped into partners and will each be given a sheet of four separate summaries of the given text.
- 3.) Students should retrieve a sheet of paper and will report the following in their groups:
 - a.) Identify the three summaries that break “the rules of summary.”
 - b.) After identification, identify which of the rules each “wrong” summaries violates.
 - c.) Explain how each “wrong” summary violates the “rules of summary.”
 - d.) Which one is the BEST summary?
 - e.) Using textual examples, explain why it is the “best summary.”

Day 2: Summary part deux

Job 1: Summary writing w/ partners

- 1.) Students will be given three post-it notes and expository text. Students will be asked to silently read the text in their seat.
- 2.) Students, while reading, should identify the three most important points of the text.
- 3.) From this, students will write a 5-7 sentence summary (using 8+ words per sentence).
- 4.) Students will be placed into pairs and students will determine which partner has the “best” summary.
- 5.) On the back of where the students wrote their summary, students should identify which rules the “lesser” summary broke and “how” they were broken. If both summaries do not “break” any rules, students should determine which is “better” and report “why” it is superior.
- 6.) Repeat

Day 3: Making Inferences

Preface: “Connect-to-text” w/ quotations

As bell-work, students each day are asked to interpret a given quote and use one of the three “connect-to-text” strategies to draw upon previous knowledge/experience in order to enrich the meaning of their interpretation. Students will have taken notes over this strategy prior to these lessons. This is a daily activity.

Job 1: How does one make an inference?

- 1.) Students will observe PPT over “making inferences” and given a handout that summarizes the basic information. Notes should be taken briefly.
- 2.) Students will be guided through example provided on handout to introduce students to concept.

Job 2: Inferences w/ photography/visual art

- 1.) Instructor should display thought-provoking picture onto wall (ex. Norman Rockwell, Van Gogh, other people-oriented photography)
- 2.) Students will interpret visual text by taking clues from the text. Students will then connect interpretation with prior knowledge to make inferences.
- 3.) Students should make as many inferences as possible in the allotted time.
- 4.) Instructor should require students to justify the students’ chosen inferences why asking “why?”
- 5.) Students will share inferences by writing them on larger paper.
- 6.) Repeat activity with another visual text.

Day 4: Making Inferences

Preface: “Connect-to-text” w/ quotations

As bell-work, students each day are asked to interpret a given quote and use one of the three “connect-to-text” strategies to draw upon previous knowledge/experience in order to enrich the meaning of their interpretation. Students will have taken notes over this strategy prior to these lessons. This is a daily activity.

Job 1: Making Inferences with “Conversation Piece”

- 1.) Students will be handed text entitled “A Conversation Piece” and read text in 5-10 minutes.
- 2.) Individually, students will be asked to draw 5-9 inferences about the text read and write it on a piece of paper.

Job 2: What is drawing a conclusion?

- 1.) Students will observe PowerPoint on drawing conclusions from inferences.

Job 3: Drawing conclusions

- 1.) Students will use inferences to draw whole conclusions about “A Conversation Piece”

Job 4: Inferences and Conclusions w/ “The Conversation”

- 1.) Students will observe a clip of classic film “The Conversation.”
- 2.) Students will repeat process from above using this visual text.

Day 5: Main Idea

Job 1: What is a Main Idea?

- 1.) Students will observe short PowerPoint demonstrating the key concept of “main idea.”
- 2.) Notes should be taken.

Job 2: Main Idea guided practice

- 1.) Students should be taken through main idea PowerPoint activity that is connected.
- 2.) Students will attempt to independently come up with main idea from selected passages.

Job 3: Main Idea independent practice

- 1.) Students will complete independent practice worksheet over “main idea.”

Resources Needed:

“Conversation Piece”

“Belgium: A Truly Neat Place”

“Bone Up on Bone Loss! Exercise to Build Healthy Bones”

“Bats Can Be Farmer- Friendly”

“A Room Full of Silly Clowns”

“Making an Inference”

“Making Inferences”

Video Clip/DVD: The Conversation

PPT: “Main Idea Activity”

Reading Passages: (See Resources Above)