

Reading Curriculum - Unit Development Protocol

GCHS teachers will create collaborative units following the format at the end of this document. **Copies of this plan and all required resources must be submitted to Kristi Orcutt.** (Send electronic documents to kristio@essdack.org).

Curriculum Development:

Units will be organized into a five-to-six week curriculum to be taught between January and the end of February (state reading assessments). Units will be available at the GCHS Language Arts Team link on www.literacyleader.com.

Units will:

- Emphasize three-to-four tested reading indicators
- Describe three-to-six days of instruction
- Follow of the Gradual Release of Responsibility Model
- Provide teaching notes and suggestions for adapting or extending activities
- Incorporate differentiated and small group activities
- Include pre- and post-tests for progress monitoring and data-based decision making

Pre- and Post-Tests:

Pre- and post-tests will be developed for each unit. Teachers must administer the pre-test prior to instruction and end each unit with the post-test following instruction.

Tests should be scored as quickly as possible. Teachers must analyze results and adjust instruction based on students' individual needs as supported by pre- and post-test data.

Prior to administering the post-test, teachers may return and go over the pre-test with students. This will allow teachers to use the pre-test as an instructional tool and opportunity to teach test-preparation strategies. Students should not receive a grade on the pre-test, but may receive a grade on the post-test.

Teachers should calculate the scores of both the pre- and post- tests as percentages and record them in an easily accessible place as follows:

	Pre-Test 1 1.4.6, 1.4.7, 1.4.8	Post-Test 1 1.4.6, 1.4.7, 1.4.8	Pre-Test 2 1.3.1, 1.4.9, 1.4.5	Post-Test 2 1.3.1, 1.4.9, 1.4.5	<i>Etc.</i>
Student 1	60	80	70	80	<i>Etc.</i>
Student 2	70	90	50	70	<i>Etc.</i>

Questions relating to unit development and instruction should be directed to Kristi Orcutt, Leigh Ann Roderick, or Janet Reed.

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Collaborative Unit Development Plan:

Unit Developer(s):

Reading Skills / Indicator Focus: (List standards to be addressed)

- 1.4.6 Analyzes how **text structure** supports comprehension of the text:
 ▲ Sequence ▲ Description ▲ Comparison/contrast
 ▲ Problem/solution ▲ Cause/effect
- 1.4.7 **Compares and contrasts** information in one or more appropriate-level texts.
- 1.4.8 Explains **cause and effect relationships** in N, E, T, and P texts.

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

- 1.
- 2.
- 3.
- 4.

Resources Needed: (List all handouts and materials teachers will need to instruct this unit. Copies of everything must be submitted to Kristi.)

Reading Passages: (List titles and include the following information for each passage. Submit TWO copies of each passage to Kristi – one “clean” copy and another copy marked and annotated identifying appropriate reading indicators.)

- *For each passage:*
 - Title:
 - Source:
 - Readability level:
 - Instructional notes, suggestions, etc. (if any)

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Gradual Release of Responsibility Model

This model indicates a progression from teacher modeling to shared reading and writing, to guided reading and writing in small groups or with individuals to independent reading and writing.

DEMONSTRATION (Teacher Directed)	SHARED DEMONSTRATION (Joint Practice)	GUIDED PRACTICE (Student Practices Under Teacher Guidance)	INDEPENDENT PRACTICE (Independent Use)
<p>The teacher does all the work through modeling and demonstrating. Think aloud is a core strategy.</p> <ul style="list-style-type: none"> •Model thinking •Model fluency •Explicit strategy instruction 	<p>The teacher invites the student to participate.</p> <ul style="list-style-type: none"> •Students share thinking •Students and teacher collaborate 	<p>Students do the work with help from the teacher.</p> <ul style="list-style-type: none"> •Students share most of thinking •Students explain how strategy use helps him/her understand text •The teacher supports the students by suggesting strategies and helping students use those strategies 	<p>Students read and write for different purposes.</p> <ul style="list-style-type: none"> •Students apply the strategies and skills they have learned
I DO YOU WATCH	I DO YOU HELP	YOU DO I HELP	YOU DO I WATCH