

Unit Title
Key Ideas & Details in Informational Texts
Grade/Subject
5th Grade/Literacy
Author(s)
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Unit Focus
<p>Overall, this unit focuses on the development of key ideas and details within informational texts. We'll focus on using this knowledge for the purpose of summarizing what we've read, determining relationships between concepts, and supporting reading responses with strong text evidence. In order to fully access and comprehend grade-level texts, we'll focus on using context clues as a way to decipher the meaning of new and challenging words.</p> <p>In order to successfully develop strong reading comprehension of informational texts, students need to be able to distinguish between main ideas and key details. This is a critical foundational skill upon which the rest of the unit will be built. Once a strong foundation has been built, students will learn how to write an effective summary using the main ideas and key details they pulled from the text. This will help students to develop their reading comprehension and allow them to check for understanding. Once students are able to successfully pull main ideas and key details from various informational texts and use that information to summarize what they've read, we'll begin to spend time studying and effectively explaining the relationships between concepts students have read. Another element of our unit study will include strategies for effectively pulling main ideas and key details from informational texts in order to support reading comprehension responses. In doing so, students will be able to demonstrate to others how well they comprehended what they read. This will also help students to learn how to effectively justify their opinions with strong textual evidence. A final component of this unit to be embedded throughout will include developing a strong vocabulary, specifically learning critical academic and domain-specific words in order to fully access and comprehend the texts. We'll focus on using context clues as a strategy for determining and deciphering the meanings of new and unfamiliar words.</p> <p>This unit helps to address the CCSS for Reading Informational Texts 1, 2, 3 and 4.</p> <p>Some guiding questions that will be explored during this unit include: What is the difference between main ideas and key details and how do you determine them as you read an informational text? What is a summary and what does an effective summary look like? What connections can I make between the informational texts I read? What makes for strong text evidence and how can I use text evidence to support and/or justify my responses? How can I use context clues to decipher new and unfamiliar words?</p>
Standards and Levels of Proficiency
<p style="text-align: center;"><u>Reading Informational Texts Common Core State Standards</u></p> <p>Key Ideas and Details:</p> <ol style="list-style-type: none"> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a <i>historical, scientific, or technical</i> text based on specific information in the text. <p>Craft and Structure:</p> <ol style="list-style-type: none"> 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.

By the end of this unit, students will be able to determine key ideas and details within informational texts using that information to summarize what they've read, support reading responses with strong text evidence, and explain the relationships between concepts they've read. Additionally, students will be able to use context clues to decipher the meaning of general academic and domain-specific words in order to fully develop their reading comprehension. This unit should last about 4 1/2 weeks, or 21 days of instruction and assessment.

To help teach the learning targets, my students will participate in a Walking Tour by visiting large Post-It charts that describe the five end-of-unit learning targets. This activity will encourage thoughtful consideration and discussion about the learning targets as students collaborate in small groups while jotting down what they know about the learning targets. Following the Walking Tour and debrief, students will go back to their seats to fill out the first two portions of their individualized KWL charts. At the top of the chart will be the list of learning targets in student-friendly language. I will ask students to review the learning targets and then in the K (What I think I know) portion of the chart, they will write down everything they know as it relates to each learning target. Then, they will consider what they want to learn in order to be successful in mastering all 5 learning targets and write 4-5 statements/questions in the W (What I want to learn) portion of the chart. As we work through the unit, students will revisit their KWL chart and begin filling in what they have learned in the L (What I learned) portion of the chart and also how they know they learned it in the fourth section of the chart. This activity will allow us to have a thoughtful discussion around the unit learning targets and help students to identify what they personally need to focus on in order to be successful. I will be able to check over their KWL charts regularly to ensure they are moving in the right direction. Connected to the KWL chart is a learning target tracking and reflection sheet. As we work through each daily lesson, students will reflect on their progress towards each learning target and use that to help complete their personal KWL charts. The learning target tracking sheet will help both the student and myself know whether they understood the daily learning targets. I plan to use these tracking sheets as a way to engage my students in one-on-one and group conferences so we can discuss what they understand and where to go next in the learning process.

As each learning target is introduced, we will spend time going over the expectations of the target. For example, when we are ready to begin summarizing our reading, we'll take time out to make a list of the characteristics included in a summary. We'll use that class-generated list to write a summary on a text we're all really familiar with (i.e. a popular picture book) as a way to practice summary writing. Then, we can go back to the class-generated list and check to see if our summary is well written. This type of introductory activity will help to set expectations for the students when we begin to write summaries for our grade-level texts. Students will fill out exit tickets following the introductory lessons for each learning target which will help me determine who understands the targets and who does not.

In order to gather baseline data, I will be giving my students a pre-assessment focused on the learning targets for this unit. Students will be asked to read a short informational passage and then answer questions related to the text. This pre-assessment will be graded and given back to the students so they can receive feedback on what they know and still need to learn in order to be successful by the end of the unit. For skills students already know, we'll be able to move forward in our unit by integrating the more challenging learning targets such as making connections and comparisons between texts.

Vocabulary

informational text, main idea, key detail, summary, text evidence, comprehension, domain-specific

Connecting to the Learner

I think students may have some preconceived notions about what constitutes a main idea versus a key detail. Last year, I noticed early on that many of my students considered any detail to be a main idea and visa versa. Before we could even tackle main ideas and key details within the texts we read, we needed to distinguish between the two terms. Many students also confused main idea with ideas related to a text's theme or author's message. These are misconceptions I'll need to be looking for in my next group of students as we begin this unit of study. Misconceptions that need to be re-taught will be addressed as each learning target is integrated into the unit. For example, students who cannot distinguish the difference between a main idea and key detail will be given additional instruction when we reach the point in our unit where we begin to learn about main ideas and key details within the

text. Prior to beginning that series of lessons, depending on the number of students holding that misconception, I will create a lesson (either for the whole class or a small group) to help dispel any confusion prior to launching into the main idea/key detail lessons.

At the beginning of the year, I always spend time getting to know my students through a variety of activities. Two that I find to be very helpful are questionnaires I have both the students and their parents' fill out. For the students, I inquire about their interests, likes/dislikes, how they learn best, concerns they have about 5th grade, what they're excited for, etc. From the parents, I request that they write me a letter about their child sharing their insights about their child's interests, learning styles, wishes/hopes for the year, etc. I also do an activity that ties in with the book, Mrs. Spitzer's Garden. Along with discussing the hidden message within the story, the students create flowers that represent their personalities and on the back of the flowers they write to me about their areas of strength and weakness (what they want help in "growing"). The information I gather from these first-of-the-year activities, along with some other getting-to-know-you activities, I am able to consider how I might begin to differentiate my teaching so students are best supported as we embark on our unit of study. For example, if I notice a lot of students sharing that reading is not fun for them, I will need to build in some lessons and activities that will help to show students the value of the work we will be doing in reading. In other words, I will need to be very intentional about how I strive to get "buy-in" from the students knowing there will likely be resistance. Another valuable assignment I will be able to use in gaining a better understanding of my students prior knowledge is the KWL charts they will each fill out. I will be able to see how much they think they know about the concepts and skills that the unit learning targets encompass and what they are hoping to learn during the unit. Again, this will help me know how to differentiate (at least to start) and will also allow me to anticipate where I will need to slow down and spend more time.

As stated above, I am anticipating we'll need to spend time defining the terms "main idea" and "key detail" because I've noticed in the past that students have struggled with this initially. Defining characteristics of all the domain-specific words will be helpful in setting students up for success in the unit.

Instructional Plan – Progression of Learning <ul style="list-style-type: none"> What is it we expect our students to learn? <p>***See responses to questions for this module below the unit plan***</p> <p>***A more thorough lesson progress is laid out in a separate document***</p>	Assessment Plan <ul style="list-style-type: none"> How will we know if each student has learned it? <p>***See responses to questions for this module below the unit plan***</p>	Differentiation Plan <ul style="list-style-type: none"> How will we respond when some students do not learn it? How will we respond when some students already know it? <p>***See responses to questions for this module below the unit plan***</p>
1. Overview of Unit & Pre-Assessment	1. Pre-Assessment	<ul style="list-style-type: none"> Differentiated Haiku Discussion Groups Open-ended Questioning Small Groups Pulled Drama Infusion (i.e. tableaux, creation of infomercials to demonstrate understanding) Reciprocal Teaching
2. Mini-Lesson: How to Support Comprehension Responses with Strong Text Evidence (I do) Mini-Lesson: How to Use Context Clues to Determine Vocabulary (I do)	2. Exit Ticket	
3. Mini-Lesson: Expectations for Online Discussions, Develop Class Rubric Together	3. Week 1 Haiku Discussion	
4. Supporting Comprehension Responses with Strong Text		

Evidence (We do) Using Context Clues to Determine Vocabulary (We do)	
5. Supporting Comprehension Responses with Strong Text Evidence (You do together) Using Context Clues to Determine Vocabulary (You do together)	
6. Supporting Comprehension Responses with Strong Text Evidence (You do alone) Using Context Clues to Determine Vocabulary (You do alone)	4. Week 1 Journal Entry
7. Mini-Lesson: Expectations for Self-Assessing, Develop Class Rubric Together	5. Week 1 Self-Assessment
8. Mini-Lesson: How to Determine Main Ideas vs. Key Details (I do) *Determining Vocab. Embedded	6. Exit Ticket
9. Finding Main Ideas Supported by Key Details (We do) *Determining Vocab. Embedded	7. Week 2 Haiku Discussion
10. Finding Main Ideas Supported by Key Details (You do together) *Determining Vocab. Embedded	
11. Finding Main Ideas Supported by Key Details (You do alone) *Determining Vocab. Embedded	8. Week 2 Journal Entry 9. Week 2 Self-Assessment (done after Journal Entry 2 is returned with feedback from teacher)
12. Mini-Lesson: How to Write an Effective Summary (I do) *Determining Vocab. Embedded	10. Exit Ticket
13. Summarizing Informational Texts (We do) *Determining Vocab. Embedded	11. Week 3 Haiku Discussion
14. Summarizing Informational Texts (You do together) *Determining Vocab. Embedded	
15. Summarizing Informational Texts (You do alone) *Determining Vocab. Embedded	12. Week 3 Journal Entry 13. Week 3 Self-Assessment (done after Journal Entry 3 is returned with feedback from teacher)
16. Mini-Lesson: How to Compare Ideas/Concepts in	14. Exit Ticket

Informational Texts (I do) *Determining Vocab. Embedded	
17. Comparing Ideas/Concepts in Informational Texts (We do) *Determining Vocab. Embedded	15. Week 4 Haiku Discussion
18. Comparing Ideas/Concepts in Informational Texts (You do together) *Determining Vocab. Embedded	
19. Comparing Ideas/Concepts in Informational Texts (You do alone) *Determining Vocab. Embedded	16. Week 4 Journal Entry 17. Week 4 Self-Assessment (done after Journal Entry 4 is returned with feedback from teacher)
20. Summative Assessment	18. Summative Assessment
Learning Environment	Resources
<p>Throughout the unit, students will engage in whole group and small group discussions about the articles we read and the skills we learn. Students will also engage in individual reflections about their own learning and “next steps”. In order for students to engage in these discussions and personal reflections, expectations along with rubrics and guidelines will be presented throughout the unit. This will allow students to be accountable for their own learning, knowing what is expected of them.</p> <p>Students will need to have access to multiple materials each day. Some will be provided by the student (reading journals, pens & pencils, highlighters and/or colored pencils) while others will be provided by the teacher (sticky notes, textbooks, magazine articles).</p>	Wonders Curriculum, <i>National Geographic Explorer</i> magazine, student reading journals, pen/pencils, sticky notes, highlighters, Flipcharts, whiteboards/dry erase markers, netbooks, individual student portfolios of work
Parent/Family Connection	Local and/or Global Connections
Each week, students and I will work together to review the important learning that occurred in the classroom. This will be written up into a weekly newsletter to be sent out to all families. Along with a recap of our learning, we will provide families (both student and parents) with suggestions for how to bring the learning into the home through a “Home Connection” section.	Some of the texts we’ll read address issues of historical significance both nationally and internationally. Through our discussions, we’ll be provided an opportunity to make connections to the greater community and ourselves.

Instructional Plan –Progression of Learning (Notes)

1. Introduction to the Unit

How will you introduce the unit to your students? The unit will be introduced with a brief overview, a Walking Tour activity, and the KWL & Learning Target Track Sheet packet. We’ll go over the specific learning targets that will be addressed throughout the unit, having a discussion about each one while on a Walking Tour of the learning targets.

What strategies will you use? During the introduction of the unit, I will have students participate in a Walking Tour of the learning targets to get them thinking and talking about what we’re going to be

learning. Following this activity, students will be filling out their KWL charts with what they think they know and what they hope to learn more about during the unit.

How will you teach the Learning Target(s) for the unit to your students? (Textbox 322) To teach the learning targets more thoroughly, I plan to build in mini-lessons each week as a new target is introduced. The lessons will be structured in a “How to” format where I model for students how to determine a main idea or how to write an effective summary, and so on. Following each mini lesson, we will have an opportunity to work on the skill together.

How will you determine if the students had a clear understanding of the learning targets for the unit? As closure to each mini lesson, students will be asked to fill out an exit ticket in which they explain the learning target (i.e. how to write an effective summary). I will use the exit tickets as a way to prepare for the next two days of instruction in which we work on the learning target together and then students work on it in partners or small groups. During the following two days of instruction, I will make sure to provide additional support to those who are still confused.

What evidence will you gather to show student understanding? (Textbox 322) Evidence I will gather to show student understanding will include: exit tickets, anecdotal notes based on observation, student journal entry responses, students Haiku discussion posts, and student KWL & Learning Target tracking sheets, and weekly self-assessments.

If your students do NOT understand the learning target(s) for the unit, what will you do to help them understand the targets? (Textbox 322) For students who do not understand the learning target(s) for the unit, I plan to pull students into small groups for additional support. Additionally, I plan to use reciprocal teaching by pairing stronger students with those who may be struggling so that students are provided with the support they need to deepen their understanding of the learning target(s).

2. Body of the Unit

What lessons will you teach to develop students' understanding of vocabulary, concepts, and skills? I plan to teach students how to support reading comprehension responses using strong text evidence, determine main ideas supported by key details, summarize texts effectively, compare two more texts, and use context clues to determine the meaning of new and/or unfamiliar words.

What will be the scaffolded sequence of the lessons? Each lesson builds on the next, I noticed in the CCSS for reading that the standards build on each other in level of difficulty. So, I intentionally placed my lessons in a similar progression knowing that each skill depends on some level of understanding of the previous. Additionally, I am planning to use a gradual release instructional strategy to help my students be successful in achieving each learning target (I do, we do, you do together, you do alone).

What strategies will you use to teach the lessons? Embedded within the gradual release instructional strategy, I plan on using reciprocal teaching, drama infusion, and small group discussions as ways to help support student learning.

****SOMETHING TO THINK ABOUT- Go back to your assessment section from Module 3 to make sure that any formative assessments (assignments) are going to be aligned with the lessons you are going to teach.**

What instruction will you provide regarding how to create/read/use a rubric? (Textbox 325) and (Textbox 331) To ensure student success, I plan to build in mini-lessons where we discuss and create guidelines/rubrics as a class that outline how to be successful with various tasks to be completed during the unit.

What instruction will you provide to help students effectively complete self and/or peer assessments? (Textbox 325) and (Textbox 331) Student self-assessment is an integral part of my classroom each year. My students and I spend a lot of time reflecting, setting goals, and assessing our progress towards learning targets and end-of-year goals. Prior to this unit, my students will have already had ample opportunity to practice self-assessing and will have already engaged in classroom discussions regarding how to do so effectively. However, this unit will present another opportunity to go over

effective self-assessment. Near the beginning of the unit, I plan to incorporate a mini-lesson devoted to effective self-assessment. We'll spend time going over the form they will fill out and come up with a list of guidelines/expectations for self-assessing in a meaningful way.

How will you use student work or self-assessment to make instructional decisions? (Textbox 325)

Both student work and their self-assessments will help to guide my instructional decisions. I plan to use the students' self-assessment logs as a way to have one-on-one conferences with students. The assessments will be useful in facilitating conversations with each student so that they are meaningful. When I look over student work (i.e. reading journals and/or Haiku discussion posts), I will be given information about what students know or don't know. This will allow me to feel confident to either move forward or slow down and re-teach. It will help me know whether I need to pull a small group to work on a specific target, or if the entire class would benefit from re-teaching. Student responses on exit tickets will be another way to determine my "next steps".

When and how will you teach your students how to track their progress (toward learning target)? (Textbox 326)

Teaching students to track their progress will be embedded into my lesson on how to self-assess, as tracking progress is a necessary component of self-assessment. Each student will be responsible for collecting their own work samples and reflections to be stored in portfolios for students to track their own progress towards the learning targets.

How will build critical thinking and/or problem solving into your lessons? (Textbox 327)

To build in critical thinking, I plan to create overarching and topical essential questions that are directly connected to the learning targets. The questions will be written so that responses cannot be addressed in brief sentences, but will provoke inquiry and hopefully spark more questions by my students. The questions and discussion prompts I develop will hopefully encourage students to analyze, evaluate and problem solve. Every day that we read, we will be reading for a purpose and will engage in close reading to critically analyze the text. Additionally, because my learning targets build on one another, students will have to use critical thinking to successfully incorporate the previous learning into the new learning, making connections between their learning. Furthermore, through the process of reflection and self-assessment of their own work and progress towards mastering the learning targets, students will have to analyze and evaluate their own work and the work of their peers. They'll use the guidelines and rubrics we generate in class to check their work for quality and understanding. Students may need to go back and improve their own work if it is determined they have not adequately addressed the prompt and/or learning target.

How will you help students see the value in using critical thinking and/or problem solving to increase their comprehension of concepts or to develop strong skill levels? (Textbox 327) Part of our classroom discussion before and after lessons centers around how a particular learning strategy helped them as learners. These conversations allow students to make connections between their progress and the critical thinking activities they engage in. For example, when using reciprocal teaching, I always check in with students to determine how that instructional strategy helped them. Their insight into the strategy and how it helped them better understand their reading text allows them to see the value in the critical thinking activities they engaged in.

How will you help students see that the use of critical thinking and/or problem solving is moving them toward mastery of the unit learning target(s)? (Textbox 327) Students Learning Target Tracking sheets ask them to explain how they know they've met the learning target(s). In their reflections, students will be able to note the critical thinking they engaged in and how it helped them to be successful in moving towards mastering the learning target(s).

How will you provide ongoing feedback to your students regarding their progress throughout the unit?

Ongoing feedback will be provided to my students through small group instruction, one-on-one conferences, and specific and timely feedback written to students in their reading journals after the completion of an assignment.

How will you teach your students the ethical use of technology prior to the unit? (Textbox 329) Prior to starting our first online Haiku discussion, I have built in a lesson where we will discuss online

discussion etiquette. We will develop a set of guidelines and expectations for the use of the Haiku Discussion feature.

How will you use technology effectively in your lesson instruction and assessment? (Textbox 328)

Technology will be used as both a teaching tool and as a way for students to connect and communicate with one another about what they're learning. I plan to create flipcharts using ActivInspire to help provide a visual aid to support my instruction. Students will be using netbooks at school and/or their computers at home to engage in thoughtful discussions around the learning targets we are learning about.

How will the students use technology during the lessons and in assessment? (Textbox 328)

Students will use netbooks to engage in collaborative discussions with their classmates, use interactive flipcharts during lessons to help in mastering specific unit learning targets and will have the ability to check their progress via Skyward Grade Book which will log their scores on various assignments completed throughout the unit.

3. Closure to the Unit

How will you wrap up the unit prior to the summative assessment? Will you do any type(s) of review activities? If so, what strategies will you be using? To wrap up the unit prior to the summative assessment, I plan to do a review activity. My intention is to use drama/arts infusion and technology as a way to reinforce the skills we've learned. I'd like to have my students placed into groups, having each group assigned to re-teach a learning target. Each group will create an infomercial to "sell" their ideas on how to achieve the learning targets by promoting "How To" strategies. For example, one group will create an infomercial that "sells" people on how to write an effective summary. We will analyze an actual infomercial prior to creating our own so we can learn what techniques are used to get "buy-in" from the audience.

How will students reflect on their learning and determine if they have met the unit learning target(s)? (Textbox 331) Another aspect of the review, which also includes student reflection, is that students will go back to all the work they've done (all of which will be stored in their reading journals and their KWL/Learning Target Track Sheet packets). They will look over their learning, the progress they've made and come to a conclusion about whether they've met the unit learning targets. Each student will write a reflection on their progress towards the learning targets, citing evidence from their journals and packets.

After the summative assessment how will you provide feedback to the students? After the summative assessments are graded, I plan to hand them back to each student. Together, we will go over each test question together. Students will have the opportunity to ask clarifying questions and make observations about how they did. Next to each question will be the learning target that connects to it. This will help students better understand which learning targets they met and which they may not have mastered yet.

Assessment Plan (Notes)

I created a pre-assessment for this unit. I picked a short non-fiction passage and developed questions that specifically address the CCSS for key ideas and details. The pre-assessment is directly tied to my learning targets for this unit. After the pre-assessment has been graded, my students and I will look over the pre-assessment together, discussing each question and possible responses. Students will have the opportunity to ask questions and seek clarification in order to understand their level of understanding related to the targets at the beginning of the unit.

I plan to use a variety of methods in order to formatively assess my students' progress. I will use journal entry responses as one method for formatively assessing my students each week. When the journals are collected, I will be able to make comments on them so students receive immediate feedback. My hope is to provide students with specific, personalized feedback once a week as they turn in their journals for review. I will also use student-led discussion groups as another opportunity to check for understanding as we move through the unit. We will have face-to-face discussions and virtual discussion using Haiku. I plan to drop in on group

discussions, listening and providing further questions and/or comments students might consider while sharing their ideas. Exit tickets will be another means by which to formatively assess my students. I will be able to compile students' ticket responses and use them as a way to make adjustments to my next day's lesson. I will share with the students what was commonly shared and how it connects to our next lesson. Lastly, students will be asked to self-assess their own progress by filling out a lesson target reflection sheet/KWL chart each day along with weekly self-assessments. Prior to completing the lesson target reflection sheets for the first time, we will go over the expectations for completing them accurately and honestly. We will create a class rubric together so students understand the expectations for filling them out. I plan to use these reflection forms as a way to guide one-on-one discussions with students about their progress in addition to allowing students to monitor their own progress and "next steps".

All of these formative assessments will be measuring the specific learning targets we are focusing on each week. The questions I pose will be open-ended and will address overarching ideas and topical understandings connected to the learning targets.

When assignments are scored and returned to students, I plan on providing time for students to jot down observations about their successes and areas needing further support in order to ensure understanding by the end of the unit. Students will be jotting down their reflections in their reading journals (I plan to create a section for student reflections/observations). For example, these quick self-assessing reflections can be written right below the journal entry the students just got back from the teacher. Between the learning target tracking sheet with the individual KWL charts, the weekly self-assessments and written reflections in their reading journals, students will be able to have a log that organizes their progress over a period of time. Students will be able to refer back to their notes and observations in order to determine "next steps" in the learning process.

Grades will be entered into Skyward for students and parents to view. I am also hoping I can get access to a class set of netbooks daily during our literacy time in order for students to fill out their learning target tracking/KWL sheets on the computer. This would allow students more room to write their reflections.

For my summative assessment, I plan to modify the District's assessment for Wonders, Unit 1. I will need to make sure that questions that do not correspond with CCSS 1-4 are taken out of the assessment. If needed, I will add and/or modify other questions to ensure the assessment is appropriately leveled and assessing my students' understanding of the learning targets covered during this unit.

Differentiation Plan (Notes)

I plan to pull small groups of students who need extra support while working through daily lessons and activities. These will include IEP, 504, and ELL students. When the rest of the class is working independently, I will be using that time to work with small groups of students so we can talk out their ideas before they begin to write their responses. If a student needs a scribe, I will be able to scribe their response for them in the small group setting, or even pull them for a one-on-one session.

To build in critical thinking, I plan to create overarching and topical essential questions that are directly connected to the learning targets. The questions will be written so that responses cannot be addressed in brief sentences, but will provoke inquiry and hopefully spark more questions by my students. The questions and discussion prompts I develop will hopefully encourage students to analyze, evaluate and problem solve. This will be an opportunity for me to pull small groups who I know may struggle more and would benefit from having a small group discussion about the question(s) before spending time writing about it independently. Additionally, because my learning targets build on one another, students will have to use critical thinking to successfully incorporate the previous learning into the new learning. Furthermore, through the process of reflection and self-assessment of their own work and progress towards mastering the learning targets, students will have to analyze and evaluate their own work and the work of their peers. They'll use the guidelines and rubrics we generate in class to check their work for quality and understanding. Students may need to go back and improve their own work if it is determined they have not adequately addressed the prompt and/or learning target.

Additionally, I plan to create homogenous groups on Haiku so that I can differentiate the types of questions I ask in each group. For some groups, they may be asked to focus on questions related to identifying main idea

& key detail, while other groups may be asked questions that ask them to start making comparisons between a couple of texts we've read. This will allow me to better meet the needs of my students with where they are currently so that each student is appropriately challenged.

A few other strategies I plan to use in order to push students to be more appropriately challenged is the use of reciprocal teaching and drama infusion. Both of these strategies are student-centered and allow students to think about the text in different ways. Students are forced into being more actively engaged because they will each have a role and responsibility within the their group.