












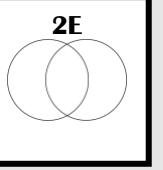








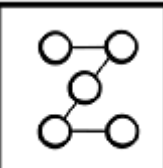
Icons Explained

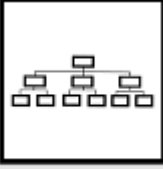




Integrated throughout the lesson plans are a series of icons or symbols intended to draw your attention to the particular content focus, learning objective, or instructional configuration of each learning activity. Some of these icons are derived from Sandra Kaplan's Depth and Complexity curriculum model, while others have been developed specifically for the CLEAR curriculum model used in these units. On this webpage you will find an explanation of each icon. The specific icons used in each unit are listed in the introduction to that unit.

	Tip This symbol is used to indicate an important note for the teacher. The tip might refer to something to watch out for, such as a potential classroom management issue or a particular type of talent potential, during a learning activity.
LESSON ORGANIZATION	
	Whole-class Instruction The teacher leads an activity with the entire class together.
CLASS	
	Small Group Work Students engage in a learning task in pairs or small groups of 3-5.
GROUP	
	Independent Work Students work on their own in identifying a topic of study, conducting research, and writing or using other modes of expression to present information or demonstrate understanding.
INDEPENDENT	
	Anchor Activity As students work at different paces, there will be times when some students finish a task sooner than others. An anchor activity is a task on which students work (usually independently) after they complete other class work. An anchor activity is meaningfully related to the learning objectives of the lesson or unit, allowing students to explore essential ideas, rather than simply a time-filler. All students will have a chance to work on anchor activities over the course of a unit.
ANCHOR	

LITERACY FOCUS	
 WORD STUDY	<p>Word Study Students are engaged in learning and practicing how to decode words by breaking them down into their component parts such as sounds, syllables, roots, prefixes, and suffixes. Each student works with words that match his or her own readiness level.</p>
 COMPREHENSION	<p>Reading Comprehension Students are reading for the purpose of understanding, and practicing comprehension strategies.</p>
 WRITING	<p>Writing Students are engaged in one or more stages of the writing process.</p>
 PLACE	<p>Place Students are engaged in tasks that are related to their lived experiences, often by making connections between the class material and their community.</p>
 CRITICAL LITERACY	<p>Critical Literacy Students are encouraged to read thoughtfully, in order to better understand the dynamics of human relationships (like power, inequality, and injustice).</p>
FOCUS ON STUDENT DIFFERENCES	
 READINESS	<p>Differentiation by Readiness Readiness-based differentiation is the process of adjusting learning experiences to match individual students' levels of past achievement and point of development. Readiness refers to what students already know, understand, and can do related to the learning objectives for a particular task, lesson, or unit. A student's level of readiness might vary depending on his or her background knowledge, prior learning experiences, and profile of competencies related to different topics or kinds of activities. When learning tasks are matched to a student's level of readiness (i.e. within the student's zone of proximal development), that student has the</p>

	<p>opportunity to work at something that is both challenging and rewarding. When a task is too challenging or not challenging enough for a student, learning is unlikely to occur. Thus, it is essential that general lesson plans be adjusted to better attend to differing levels of readiness among the group of students. Students might work in readiness groups or independently on tasks that are differentiated by readiness.</p>
 <p>I INTEREST</p>	<p>Differentiation by Interest Interest-based differentiation refers to the process of adjusting learning experiences to match individual students’ interests. When students have the opportunity to work in an area of personal interest to them, they are more likely to become motivated to learn and therefore actively engaged in the learning process. Teachers can attend to students’ interests by offering a choice of several materials or topics, by inviting students to suggest their own topics for study, or by allowing students to sometimes work in interest-based groups.</p>
 <p>LP PROFILE</p>	<p>Differentiation by Learning Profile Learning-profile-based differentiation is the process of adjusting learning experiences to match individual students’ pattern of strengths, weaknesses, and preferences that determines how he or she takes in, makes sense of, and expresses information. Learning profile is shaped by factors, such as culture, gender, and learning style preferences. Teachers can provide opportunities for students to work in ways that match their learning profile preferences by incorporating multiple modes of expression and ways of working into the life of the classroom.</p>
 <p>2E</p>	<p>Twice Exceptional Twice-exceptional students are intellectually gifted children who have a disability. It is important to cultivate their intellectual abilities while still acknowledging that they may struggle in certain areas of the classroom and providing them with the necessary support to succeed.</p>
 <p>GROWTH</p>	<p>Growth Mindset Mindset is about how students think—if they have a fixed mindset, they believe their intelligence and talents are fixed abilities that cannot be changed. Students with a growth mindset believe their intelligence and talents can be developed. Teachers can encourage a growth mindset by incorporating activities that encourage students to persist through challenges and allow them to learn from mistakes.</p>
<p>DISCIPLINE EXPLORATION</p>	
 <p>BIG IDEA</p>	<p>Big Idea A big idea refers to an essential understanding about a topic or discipline that students should take away from the lesson or unit. It often helps to “unpack” or explain an important <u>concept</u> or the relationship between two or more concepts. Big ideas help students move beyond the facts and skills they are learning to focus on what is fundamentally important, enduring, and transferable about the topic. For example, in the poetry unit, students explore the big idea that <i>poetry helps readers see the</i></p>

	<p><i>extraordinary in the ordinary</i>. This is a big idea that guides the work of contemporary poets as they use concrete, sensory language and specific imagery to add layers of meaning to the description of everyday objects, events, and experiences. The big idea can be explored across different poems, poets, and periods of history. In this way, the big idea is a focal point that holds the unit together; students are gradually guided, through a range of learning activities, to arrive at a deep understanding of the big idea. The term big idea is sometimes used synonymously with principle, generalization, or understanding.</p>
 <p>LANGUAGE</p>	<p>Language of the Discipline The task helps students achieve greater depth of understanding by coming to know and apply the vocabulary of professionals in the academic discipline.</p>
 <p>TOOLS</p>	<p>Tools of the Discipline The task helps students achieve greater depth of understanding by coming to know and apply the ways of thinking and working of professionals in the academic discipline.</p>
 <p>REAL WORLD</p>	<p>Real World Application The task requires students to apply the language and tools of the discipline in an environment or activity similar to what an expert in the field would experience.</p>
<p>SUBJECT ANALYSIS</p>	
 <p>DETAILS</p>	<p>Details The task helps students achieve greater depth of understanding by studying the essential details relevant to what they are learning.</p>
 <p>PATTERNS</p>	<p>Patterns The task helps students achieve greater depth of understanding by analyzing the patterns and trends that can be identified in what they are learning.</p>

 <p>RULES</p>	<p>Rules The task helps students achieve greater depth of understanding by coming to know and apply the principles and rules that govern what they are learning.</p>
 <p>PERSPECTIVES</p>	<p>Perspectives The task helps students achieve a more complex level of understanding by encouraging them to understand the material from multiple perspectives.</p>
 <p>OVER TIME</p>	<p>Over Time The task helps students achieve a more complex level of understanding by guiding them to consider what they are learning from a historical perspective.</p>
 <p>QUESTIONS</p>	<p>Unanswered Questions The task helps students achieve a more complex level of understanding by allowing them to explore unanswered questions about the content they are learning.</p>
 <p>ETHICS</p>	<p>Ethics The task helps students achieve a more complex level of understanding by guiding them to explore ethical issues related to what they are learning.</p>