

Appendix B: Table of Contents for the Twenty Units

Chapter 1: Instructional Moves				
Unit #	Unit Title	Description	Essential Question	Achievement Connection
I.1	The Big Idea of Instructional Moves	This unit introduces you to the twenty-two instructional moves and shows how using these purpose-driven moves either singly or in combination will enable you to meet the learning needs of all of your students.	Why are the twenty-two purpose-driven moves so critical to literacy instruction?	As a result of the team's intentional use (<i>modeling</i>) of the instructional move <i>recapping</i> (or any other instructional move the team chooses), students will acquire the skill of recapping and successfully apply it to a short story or article at their independent reading level.
I.2	Unpacking Instructional Moves	This unit leads you and your teammates through a process for digging deeper into a selected instructional move.	What benefits will you and your team members accrue as a result of unpacking a specific instructional move?	As appropriate to their grade level and instructional reading level, students will learn how to use the unpacking strategy with content vocabulary or important academic terms.
I.3	Literacy Learning and Behavior	In this unit, your team will explore the connection between student achievement and behavior and learn how to eliminate behavior problems that result from students not having mastered reading skills.	Does problem behavior result in poor achievement, or does the inability to achieve success academically cause problem behavior?	Students at risk will become more academically successful and confident as team members purposefully use the following instructional moves to move their students from one step on the literacy continuum to the next: assessing, grouping, differentiating, directly instructing, guiding practice, and scaffolding.
I.4	Affirmation Versus Criticism: How to Motivate Your Students	This unit focuses on the moves that affirm and encourage your students and sensitizes you to the importance of doing far more affirming than correcting and criticizing.	At what point does corrective-negative feedback destroy student motivation and undermine trust?	Team members will identify one or more students who have ensnared them into a downward spiral of criticism and negative feedback. Team members will support each other in eliminating the criticism trap and establishing a motivating and affirming climate in all of the classrooms at their grade level.

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Chapter 2: Teacher-Managed Instruction				
Unit #	Unit Title	Description	Essential Question	Achievement Connection
2.1	The Big Idea of Teacher-Managed Instruction	This unit introduces and describes the big idea of teacher-managed instructional activities (struggling or at-risk students require different types of opportunities to learn than do your average students) and presents a menu of lesson designs to provide those opportunities.	How is it possible for one classroom teacher to provide adequate opportunities for students at risk to learn with so many other demands and expectations?	Students at risk will have adequate opportunities to learn from the explicit, systematic, supportive instruction that has been collaboratively designed to directly teach the discrete skills and strategies they need to master to become skilled and motivated readers.
2.2	Teacher-Managed Instruction: Choosing the Most Effective Instructional Moves	This unit guides you in the design and delivery of teacher-managed instructional activities for students at risk.	Which is the most important of the instructional moves found in figure 2.15 (page 60)?	Students at risk will have daily opportunities for guided practice for essential discrete skills as the team becomes more proficient in using the research-based presentation techniques as part of intervention lessons.
2.3	The Meaning of Differentiation	This unit explores various meanings of differentiation and makes a case for differentiation that will help you achieve a comprehensive and balanced literacy program in your classroom.	What exactly does the team need to know in order to effectively differentiate instruction?	We will identify the most at-risk students in our classrooms through progress monitoring and form small intervention groups for these students to be implemented over a one-month period.
2.4	Comprehensive and Balanced Literacy: How to Achieve It	This unit presents a case study in three first-grade classrooms that illustrates comprehensive and balanced literacy in action, offering examples of how you can structure balanced literacy in your classroom.	How and what will your team have to change to create a comprehensive and balanced literacy program at your grade level?	All students will have differentiated opportunities to learn at various literacy centers that have been developed to meet their specific needs.

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Chapter 3: Teacher With-It-Ness				
Unit #	Unit Title	Description	Essential Question	Achievement Connection
3.1	How to Become a With-It Grade-Level Team	This unit describes how ordinary teacher teams can become exceptional by collaboratively focusing on the components of teacher with-it-ness.	How do the characteristics of with-it teachers impact student achievement?	The team will choose at least two of the exemplars of with-it teachers to collaboratively implement in their classrooms, thus increasing the time students spend in interactive learning.
3.2	Routines That Raise Literacy Achievement	This unit explores the three types of routines that with-it teachers employ to increase their students' literacy achievement: (1) organizational, (2) academic, and (3) social.	Why are routines essential to effective literacy instruction?	As the team increases the alignment of routines across the grade level, student time on task and engagement will increase, thereby increasing the academic capacity of the students.
3.3	Designing and Delivering Lessons to Teach Routines	This unit provides the tools to design and deliver lessons to teach routines and includes opportunities to practice and refine your lessons with teammates.	How can teachers who have previously operated behind closed doors shift their paradigms toward grade-level alignment that is based on a set of common routines?	Students will have more time for independent reading during the literacy block as a result of the implementation of one routine from each of the three categories: organizational, academic, and social.
3.4	How With-It Teachers Engage Students	Our focus for this unit is how to more effectively engage students.	Why are with-it teachers more successful than their less successful colleagues in getting results from students, particularly students at risk?	Selected students will become more engaged in learning as measured by the quality of their work products and scores on formative assessments as with-it team members provide activities that meet their assessed needs.

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Chapter 4: Student-Managed Learning				
Unit #	Unit Title	Description	Essential Question	Achievement Connection
4.1	The Big Idea of Student-Managed Learning	This unit explores the big idea of student-managed learning: students can be taught how to gradually be responsible for their own learning while they are acquiring the skills and strategies they need to become successful readers and writers.	Why is the gradual release of responsibility to students for their own learning essential at every skill and grade level?	All students in the grade level will receive the type of differentiated instruction that will maximize their literacy achievement.
4.2	Teach Students the Six Key Concepts of Learning	This unit describes the key concepts of learning that can help your team move students to increased levels of self-management of learning.	Is it possible to teach the majority of students to be smart and successful? What percentage would you be willing to commit to?	The team's collaborative goal is to teach all students to be successful rather than just rewarding the students who are responsible and organized with praise, good grades, and success.
4.3	Teach Students to Be Inquisitive	This unit shows your team how to teach all of your students to become curious and inquisitive learners.	Why is it critical to teach our students how to ask and answer questions and then to gradually release that responsibility to them daily?	Students will become more responsible and self-managed learners as they acquire the habits of asking questions of the teacher, the author of any text they are reading, their peers, and themselves.
4.4	Teach the Ten Traits of Highly Successful Students	This unit describes the ten traits of highly successful students and demonstrates how to teach them to your students.	What is the relationship between the ten traits and student achievement?	Students will apply themselves to literacy tasks with increasing levels of self-management and metacognition using the ten traits of highly successful students as shown in their rubric.

Chapter 5: Classroom Artifacts				
Unit #	Unit Title	Description	Essential Question	Achievement Connection
5.1	The Big Idea of Classroom Artifacts	This unit introduces the big idea of classroom artifacts and explains that they must have a purpose and support learning.	How can artifacts support effective instruction and advance student learning?	The team will identify a particular artifact that is missing from most or all of the classrooms at your grade level, something that could boost student learning, and immediately take steps to incorporate it into classrooms.
5.2	Rubrics, Checklists, and Rating Scales: The Key to Setting High Expectations	This unit explains what rubrics, checklists, and rating scales are and shows you how to raise expectations for student work products and behavior with a well-written rubric.	Why do rubrics increase student learning?	Students will rise to the expectations set forth through well-designed rubrics, checklists, and rating scales.
5.3	How to Choose and Use Graphic Organizers	This unit provides a sample set of graphic organizers that will help your students organize, write, and speak about what they have read more effectively.	Why are graphic organizers such powerful tools?	Students will master and use two graphic organizers as tools for understanding and remembering key concepts.
5.4	How to Use Dream Boards and Goal Charts to Motivate Students	This unit demonstrates how to harness the energy and motivation of your students to accomplish academic goals.	How can students' dream boards and goal charts serve to make them more responsible for their own learning?	Students will set individual goals for some aspect of literacy in which they need to put forth more effort and spend more time practicing. Teachers will make sure that their students have accessible materials and understand the steps they need to take to reach their goals.