

Preparing to Teach a Unit

Read the **unit summary** and review the **core texts**

Why is the unit important?
What content will students learn?
What reading and writing strategies will students focus on?



Look at the **unit priority standards**

What standards are the focus of this unit?



Take the **unit assessment**

What key standards and skills are evaluated in the unit assessment?

What would be a mastery response to each question?



Look at the **intellectual prep and essential questions**

What background knowledge do I need to teach the unit?
What do I need to know about the particular texts before teaching the unit?
What answer to the essential questions do I expect from my students by the end of this unit, and how do I achieve this?



Look at the **content knowledge and connections**

What content knowledge will students learn in this unit?

How can I ensure students connect with 4 or 5 of these concepts by the end of the unit?



Look at the **unit vocabulary**

What are the targeted vocabulary words for this unit?
How can I help my students internalize most of these vocabulary words by the end of this unit?



Look at **writing focus areas**

How will my students improve as writers over the course of the unit?

Here at Match Education, we believe teachers are most effective at guiding student learning when they have first engaged with the content and learning goals of the unit or lesson they are teaching. This type of preparation helps them understand all facets of the content and skills their students need to master - including the steps they will take in that learning process. Match Fishtank is designed to lead teachers through this preparation process by including a Unit Prep section that describes the essential questions, content knowledge, vocabulary, and writing focus, as well as the standards that will be taught and the unit test that will measure students' mastery of those standards. We encourage teachers to take the following steps before teaching one of our units:

1. Read the **unit summary** and review the **core texts**

In this step of unit preparation, teachers should think about why this unit is important, and why they want to teach this unit to their students. Questions to ask yourself are:

Why is the unit important?

What content will students learn?

What reading and writing strategies will students focus on?

2. Look at unit priority **standards**

This section highlights the standards that are the focus of the unit. Teachers should think about the priority standards as they go through intellectual prep and unit essential questions.

3. Look at the **intellectual prep** and **essential questions**

These two sections help ensure teachers have a solid understanding of what they expect from their students throughout the unit. During Intellectual Prep, teachers should work to build their background knowledge on the topic, understand the content, read all of the texts, and become familiar with the essential questions. These are the overarching guiding questions that should frame the unit, and teachers should often refer back to these questions to connect all of the lessons. Questions to ask yourself are:

What background knowledge do I need to teach the unit?

What do I need to know about the particular texts before teaching the unit?

What answer to the essential questions do I expect from my students by the end of this unit, and how do I achieve this?

4. Take the **unit assessment**

As a part of preparing to teach a unit, teachers should take the unit assessment. Questions to ask yourself are:

What key standards and skills are evaluated in the unit assessment?

What would be a mastery response to each question?

5. Look at **content knowledge** and **connections**

This section highlights the content knowledge students will learn within the unit. By the end of the unit, students should be able to articulate and explain these concepts. Questions to ask yourself are:

What content knowledge will students learn in this unit?

How can I ensure students connect with 4 or 5 of these concepts by the end of the unit?

6. Look at **unit vocabulary**

Here is a list of the vocabulary words students should have interacted with by the end of the unit. Students should not memorize them all, but be familiar with most of them. Questions to ask yourself are:

What are the targeted vocabulary words for this unit?

How can I help my students internalize most of these vocabulary words by the end of this unit?

7. Look at **writing focus areas**

We believe one of the best tools for comprehension is to write about reading. Our students write in response to the text every single day. Here we provide writing rubrics, guidance on teaching points, and feedback teachers can provide to students to help them become better writers. Questions to ask yourself are:

How will my students improve as writers over the course of the unit?