Online Professional Development Seminars

Primary Document Classroom Application Guide
Text:
1. Standard
Which state or national curricular standard or competency will this document assist me in teaching? Will this document help me cover an entire standard or just a portion of one? What benchmarks or objectives will it cover under this standard?
2. Essential Unit Understanding
What are the learning goals of this unit? Among them, which one(s) will this text address? Is the there a clear relationship between the unit understanding and the relevant curricular standard? Does the unit understanding employ the language of the standard?
3. Essential Text/Concept Understanding
What, specifically, do I hope students will understand after studying this text? What do I want them to know or be able to do? What concept(s) do I want them to remember from the study of this text? How does this understanding address the relevant standard? How does this understanding reinforce the overall unit understanding? Does it employ the language of the standard and the unit understanding?
4. Key Passage (If you do not plan to assign the entire text, excerpt direct quotes.)
Does this portion of the text contain the elements of the text understanding?

5. Questions

How do my discussion questions lead students to the text understanding? Do they refer directly to details in the text? Do the questions employ the language of the standard, the unit understanding, the text understanding?

Sample question prompts:

a. *Knowledge/Comprehension*
  What is . . .
  How would you define . . .
  What is the main idea of . . .

b. *Application*
  How would you use . . .
  What other way could you . . .
  What would happen if . . .

c. *Analysis*
  Compare and contrast . . .
  How does this text relate to (title) . . .
  How would you classify . . .
  What inferences or conclusions can you draw . . .
  What is the audience for this text . . .
  What is the author's purpose in writing . . .
  Why do you think the author said . . .
  What is the effect of the author's language . . .
  What is the tone of the text . . .
  How have the circumstances of its creation (time, place, etc.) shaped this text . . .

d. Synthesis
Create or design . . .
Compiling what you know, how would . . .
What alternatives can you propose for . . .
How would you make this argument today . . .

e. Evaluation
What is the importance of . . .
Judge which is better . . .
Justify the reasons for . . .
How effective is the argument . . .
Does the author achieve his/her purpose . . .

6. Evidence of Understanding

Is my assessment—e.g. an essay, a debate, a role-play, a student project, the analysis of a related text—appropriate for this text?   How does it require students to apply the text understanding?