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| **Teacher:** | | **Subject:** | **Grade:** |
| **UNIT:** | | **Time Frame:** | |
| **CURRICULUM / LEARNING TARGETS** | | | |
| * Targets a set of K-2 ELA/ Literacy CCSS for teaching and learning. * Includes a clear and explicit purpose for instruction. * Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. | | | |
| **ESSENTIAL QUESTION / BIG UNDERSTANDING** | | | |
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| **Code** | **Standard** | | |
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| **21st Century Skills**: Which skills will be explicitly taught and assessed in the unit? |
| |  |  |  | | --- | --- | --- | | **Learning and Innovation Skills** | **Information, Media and Technology Skills** | **Life and Career Skills** | | * Creativity and Innovation * Critical Thinking and Problem Solving * Communication * Collaboration | * Information Literacy * Media Literacy * ICT (Information, Communications and Technology) Literacy | * Flexibility / Adaptability * Initiative / Self-Direction * Social /Cross-Cultural Skills * Productivity /Accountability * Leadership / Responsibility | |

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| **TEXTS:** | **Type** | |  |
| **L** | **I** |
| Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  | * Select quality text(s) that align with the requirements outlined in the standards, presents characteristics similar to CCSS K-2 exemplars (Appendix B), and are of sufficient scope for the stated purpose. * **Grade-Level Reading:** Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provides text-centered learning that is sequenced, scaffolded and supported to advance students toward Independent grade-level reading. * **Balance of Texts:** Focus instruction equally on literary and informational texts as stipulated in the CCSS and indicated by instructional time. (May be more applicable across a year or several units). * **Building Disciplinary Knowledge:** Build students’ content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic. * Includes independent reading based on student choice and interest to build stamina, confidence, and motivation; indicates how students are accountable for that reading. |
| Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |
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**L = Literature I=Informational**

**Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O = Sequence/Order D = Description N = Narrative**

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| **WRITING ASSIGNMENTS** | **Type** | | | | * **Writing from Sources:** Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays). * **Balance of Writing:** Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration. * Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading. |
| **A** | **E** | **N** | **R** |
| 🞎 Process 🞎 On Demand | Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |  |  |
| 🞎 Process 🞎 On Demand | Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |  |  |
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| 🞎 Process 🞎 On Demand | Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |  |  |

**A= Argument E= Explanatory / Informational N= Narrative R= Research**

**Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O = Sequence/Order D = Description N = Narrative**

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| **TEXT-BASED QUESTIONS** | | | |
| * **Text-Based Evidence:** Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio / video and other media.) * Focuses on sections of rich text(s) (including read alouds) that present the greatest challenge; provide discussion questions and other supports to promote student engagement, understanding and progress toward independence. | | | |
| **Question** | Page | **Question** | Page |
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| **INSTRUCTIONAL STRATEGIES** | | | |
| * **Reading Text Closely:** Makes reading text(s) closely (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions. * Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences. | * Provides for authentic learning, application of literacy skills and/or student-directed inquiry. * Cultivates student interest and engagement in reading, writing, and speaking about texts. * Includes a progression of learning where concepts, knowledge and skills advance and deepen over time (may be more applicable across the year or several units). | * Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. * Addresses instructional expectations and is easy to understand and use for teachers (e.g. clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material). * Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading. | |
| **Instructional Strategies and Activities** | | | **Standards** |
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| **FOUNDATIONAL SKILLS** |
| * Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics.) * Regularly include specific fluency-building techniques supported by research (e.g. monitored partner reading, choral reading, repeated reading with text, following along in the text when teacher or other fluent reader is reading aloud; short timed practice that is slightly challenging to the reader.) |
| **Instructional Strategies and Activities:** |
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| **ACADEMIC VOCABULARY:**   * Focuses on explicitly building students’ academic vocabulary and concepts of syntax throughout instruction. | | | | |
| Words to Front-Load | Page(s) | Words Using Context Clues | Page(s) | Instructional Methods |
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| **SCAFFOLDING for SUCCESS** | | |
| * Provides *all* students (including emergent and beginning readers) with extensive opportunities to engage with grade-level texts and read alouds that are at high levels of complexity including appropriate scaffolding so that students directly experience the complexity of text. | * Provides extensions and/or more advanced text for students who read or write above grade level. * Gradually removes supports, allowing students to demonstrate their independent capacities. (May be more applicable across the year or several units.) | * Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read or write below grade level. * Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency, and/or vocabulary acquisition. |
| **Scaffolding / Intervention Strategies:** | | |
| **Below Grade Level:** | | |
| **ELL:** | | |
| **Above Grade Level:** | | |

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| **ASSESSMENT:** *The lesson/unit regularly assesses whether students are mastering standards-based content.* | | | | | | | |
| * Elicits direct, observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level literacy CCSS (e.g. reading, writing, speaking and listening and/or language.) | * Assesses student proficiency using methods that are unbiased and accessible to all students. * Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting standards. | * Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures. * Indicate how students are accountable for independent engaged reading based on student choice and interest to build stamina, confidence and motivation. (May be more applicable across the year or several units). | | | | | |
| **Assessments:** | | | **Type** | | | | **Standards** |
| P | F | S | SA |
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**P = Pre-Assessment F = Formative S = Summative SA = Self-Assessment**

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| **COMMENTS / NOTES:** |
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