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| **UNIT PLAN** | | | |
| **Teacher:** | | **Subject:** | **Grade:** |
| [**UNIT**](http://misiciowa.org/uploads/Unit_Planner_Title_and_Time_Guidance.docx)**:** | | [**Time Frame**](http://misiciowa.org/uploads/Unit_Planner_Title_and_Time_Guidance.docx)**:** | |
| [**CURRICULUM**](http://www.cde.ca.gov/be/st/fr/) **/** [**LEARNING TARGETS**](http://www.ascd.org/publications/educational-leadership/mar11/vol68/num06/Knowing-Your-Learning-Target.aspx) | | | |
| * Targets a set [of grade-level ELA / Literacy CCSS](http://www.ocde.us/CommonCoreCA/Documents/Literacy_Bookmarkers_TulareCounty.pdf) for teaching and learning. * Includes a clear and explicit [purpose for instruction](http://www.nassp.org/Content.aspx?topic=Purpose_The_Foundation_for_High_Quality_Teaching). * [Integrates reading, writing, speaking and listening](http://achievethecore.org/dashboard/408/search/3/1/0/page/397/using-the-ela-literacy-publishers-criteria-to-better-understand-the-standards) so that students apply and synthesize [advancing](http://www.tcoe.org/ERS/CCSS/ELA/LearningProgressions.pdf) literacy | | | |
| [**ESSENTIAL QUESTION**](http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%A2.aspx) **/ BIG UNDERSTANDING** | | | |
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| **Code** | **CONTENT** [**Standards**](http://www.cde.ca.gov/be/st/ss/) | | |
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| **Code** | [**ELA**](http://www.cde.ca.gov/ci/rl/cf/documents/chapter1sbeadopted.pdf)  **/ LITERACY** [**Standards**](http://www.cde.ca.gov/be/st/ss/) | | |
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| **Interdisciplinary Theme:** Which themes can be [infused](http://www.p21.org/our-work/resources/for-educators#SkillsMaps) with the content? | |
| * [Global Awareness](http://www.p21.org/about-us/p21-framework/256) * [Financial, Economic, Business and Entrepreneurial Literacy](http://www.p21.org/about-us/p21-framework/257) | * [Civic Literacy](http://www.p21.org/about-us/p21-framework/258) * [Health Literacy](http://www.p21.org/about-us/p21-framework/259) * [Environmental Literacy](http://www.p21.org/about-us/p21-framework/830) |
| [**21st Century Skills**](http://www.cde.ca.gov/ci/rl/cf/documents/chapter10sbeadopted.pdf): Which skills will be [incorporated](http://www.p21.org/about-us/p21-framework/352) in the instructional design? | |
| |  |  |  | | --- | --- | --- | | [**Learning and Innovation Skills**](http://www.p21.org/about-us/p21-framework/60) | [**Information, Media and Technology Skills**](http://www.p21.org/about-us/p21-framework/61) | [**Life and Career Skills**](http://www.p21.org/about-us/p21-framework/266) | | * 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**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf)**:** | [**Type**](http://scboces.org/cms/lib03/NY24000912/Centricity/Domain/138/Grades_6-12_ELA_-_Text_Genres_Brace_Map_-_Submitted%20June__2012.PDF) | |  |
| **L** | **I** |
| Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  | * [Selects texts that measure](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5) within the grade-level [text complexity](http://achievethecore.org/page/642/text-complexity-collection) band and are of sufficient quality and scope for the stated purpose.\*\* (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics that are similar to CCSS grade-level exemplars [Appendices [A](http://www.corestandards.org/assets/Appendix_A.pdf) and [B](http://www.corestandards.org/assets/Appendix_B.pdf)) **Increasing** [**Text Complexity**](https://www.teachingchannel.org/videos/simplifying-text-complexity)**:** Focuses students on reading of a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level. * [**Balance of Texts**](http://www.ascd.org/ascd-express/vol7/721-alterio.aspx)**:** Within a collection of grade level units, a balance of informational and literary texts is included according to guidelines in the CCSS. * **Building Disciplinary Knowledge:** Provides opportunities for students to build knowledge about a topic or subject through analysis of a [coherent selection](http://misiciowa.org/uploads/CCSS_15_CREATING_A_COHESIVE_TEXT_SET_Worksheet.pdf) of strategically sequenced, discipline-specific texts. *(Grades 3-5): Build students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts*. * Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (may be more applicable across the year or several units). |
| Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |
| Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |
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| Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |

**L =** [**Literature**](http://www.cde.ca.gov/ci/rl/cf/documents/appendixasbeadopted.pdf)  **I=Informational**

[**Structure**](http://misiciowa.org/uploads/CCSS_11_Text_Structure_Cheat_Sheet.pdf)**: 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**](http://achievethecore.org/page/710/text-dependent-question-resources) | | | |
| * **Text-Based Evidence:** Facilitates [rich and rigorous evidence-based discussions](https://www.teachingchannel.org/videos/analyzing-text-as-a-group) and writing about common texts through a [sequence of specific, thought-provoking](http://standardstoolkit.dpsk12.org/files/Text_Dependent_Question_Worksheet.pdf), and text-dependent [questions](http://misiciowa.org/uploads/CCSS_18_Questions_Aligned_to_the_CCSS_Standards_Copyright_w_Examples.pdf) (including, when applicable, illustrations, charts, diagrams, audio/video, and media). * Focuses on challenging sections of text(s) and engages students in a [productive struggle](https://www.teachingchannel.org/videos/using-socratic-seminars-in-classroom) through discussion questions and other supports that build toward independence. | | | |
| **Question** | Page | **Question** | Page |
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| [**ACADEMIC**](http://education.illinoisstate.edu/downloads/casei/AV-2-4%20Appendix_A32-35.pdf)[**VOCABULARY**](http://misiciowa.org/uploads/Instructional_Guide_for_Academic_Vocabulary.pdf)**:** Focuses on building students’ academic vocabulary in context [throughout instruction](http://www.coloradoedinitiative.org/wp-content/uploads/2014/04/Acdemic-Vocabulary-and-CCSS.pdf). | | | | |
| Words to Front-Load | Page(s) | [Words Using Context Clues](http://www.learnnc.org/lp/pages/3971) | Page(s) | Instructional Methods |
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| [**WRITING**](http://www.corestandards.org/assets/Appendix_C.pdf)[**ASSIGNMENTS**](http://ldc.org/resources) | **Type** | | | | * [**Writing from Sources**](http://www.parcconline.org/mcf/english-language-artsliteracy/writing-texts)**:** 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:** Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. * Integrates targeted instruction in such areas as grammar and conventions, writing [strategies](http://www.ode.state.or.us/search/page/?id=3907), [discussion rules](http://www.ascd.org/publications/books/108035/chapters/Procedures-for-Classroom-Talk.aspx), and all aspects of [foundational reading for grades 3-5](http://www.corestandards.org/ELA-Literacy/RF/introduction/). |
| **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 |  |  |  |  |
| 🞎 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 |  |  |  |  |
| 🞎 Process 🞎 On Demand | Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |  |  |

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

[**Structure**](http://misiciowa.org/uploads/CCSS_11_Text_Structure_Cheat_Sheet.pdf)**: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O = Sequence/Order D = Description N = Narrative I linked to Beers document on website again.**

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| **INSTRUCTIONAL STRATEGIES** | | | |
| * [**Reading Text Closely**](http://www.aspendrl.org/portal/browse/CategoryList?categoryId=284)**:** Makes reading text(s) closely, examining textual evidence, and discerning deep meaning [a central focus of instruction](http://achievethecore.org/page/752/featured-lessons). * [Integrates](https://www.teachingchannel.org/videos/analyzing-text-as-a-group) reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. | * [Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection](http://odelleducation.com/reading-closely). Cultivates student interest and [engagement](http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/Strengthening-Student-Engagement@-What-Do-Students-Want.aspx) in reading, writing, and speaking about texts. Includes a progression of learning where concepts and/or skills advance and deepen over time. (May be more applicable across the year or several units). | * Uses [technology](http://instructionaltech.browardschools.com/online-resources/technology-and-webbs-depth-of-%20knowledge/) and media to deepen learning and draw attention to evidence and texts as appropriate. * Addresses instructional expectations and is easy to understand and use. | |
| **Instructional Strategies and Activities** | | | **Standards** |
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| [**SCAFFOLDING**](http://www.learnnc.org/lp/pages/5074) **for SUCCESS** | | | |
| * Provides *all* students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. | * Provides extensions and/or more advanced text for students who read well above the grade level text band. * Gradually removes supports, requiring students to demonstrate their independent capacities. (May be more applicable across the year or several units). | | * Integrates [appropriate](http://www.montgomeryschoolsmd.org/departments/hiat-tech/udl/udl-tool-finder.aspx) supports for reading, writing, speaking and listening for students who are ELL, have disabilities, or read well below the grade level text band |
| **Scaffolding / Intervention Strategies:** | | [**UDL**](http://www.udlcenter.org/aboutudl/whatisudl)[**Design for Learning**](http://udlwheel.mdonlinegrants.org/) **Guidelines** | |
| **Below Grade Level:** | | I. Provide Multiple Means of [**Representation**](http://www.udlcenter.org/implementation/examples)  1. Provide options for perception  1.1 Offer ways of customizing the display of information  1.2 Offer alternatives for auditory information  1.3 Offer alternatives for visual information  2. Provide options for language, mathematical expressions,  and symbols  2.1 Clarify vocabulary and symbols  2.2 Clarify syntax and structure  2.3 Support decoding of text, mathematical notation,  and symbols  2.4 Promote understanding across languages  2.5 Illustrate through multiple media  3. Provide options for comprehension  3.1 Activate or supply background knowledge  3.2 Highlight patterns, critical features, big ideas and  Relationships  3.3 Guide information processing, visualization and  manipulation  3.4 Maximize transfer and generalization  II. Provide Multiple Means of [**Action and Expression**](http://www.udlcenter.org/implementation/examples)  4. Provide options for physical action  4.1 Vary the methods for response and navigation  4.2 Optimize access to tools and assistive technologies  5. Provide options for expression and communication  5.1 Use multiple media for communication  5.2 Use multiple tools for construction and composition  5.3 Build fluencies with graduated levels of support for  practice and performance  6. Provide options for executive functions  6.1 Guide appropriate goal-setting  6.2 Support planning and strategy development  6.3 Facilitate managing information and resources  6.4 Enhance capacity for monitoring progress  III. Provide Multiple Means of [**Engagement**](http://www.udlcenter.org/implementation/examples)  7. Provide options for recruiting interest  7.1 Optimize individual choice and autonomy  7.2 Optimize relevance, value and authenticity  7.3 Minimize threats and distractions  8. Provide options for sustaining effort and persistence  8.1 Heighten salience of goals and objectives  8.2 Vary demands and resources to optimize challenge  8.3 Foster collaboration and community  8.4 Increase mastery-oriented feedback  9. Provide options for self-regulation  9.1 Promote expectations and beliefs that optimize  Motivation  9.2 Facilitate personal coping skills and strategies  9.3 Develop self-assessment and reflection | |
| [**ELL**](http://ell.stanford.edu/) **/** [**ELD**](http://www.cde.ca.gov/ci/rl/cf/documents/chapter2sbeadopted.pdf)**:** | |
| **Above Grade Level:** | |

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| [**ASSESSMENT**](http://www.cde.ca.gov/ci/rl/cf/documents/chapter8sbeadopted.pdf)**:** *The lesson/unit regularly assesses whether students are mastering* [*standards-based*](http://edglossary.org/standards-based/) *content.* | | | | | | | |
| * Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s). | * Assesses student proficiency using [methods](http://www.isbe.net/common_core/pls/level2/html/assess-unbiased.htm) that are [unbiased and accessible](http://www.isbe.net/common_core/pls/level2/html/assess-unbiased.htm) to [all](http://www.wested.org/wp-content/files_mf/1391626953FormativeAssessment_report5.pdf) students. * Includes [aligned rubrics and/or assessment guidelines](http://achievethecore.org/content/upload/AssessmentQualityChecklist_Version2_ELA_3-12.pdf) that provide [sufficient guidance](http://www.doe.k12.de.us/aab/English_Language_Arts/writing_rubrics.shtml) for interpreting student performance. | * Uses varied modes of assessment, including a range of pre, [formative](http://www.isbe.net/common_core/pdf/da-form-asmt-chart.pdf), summative, and [self-assessment](https://www.teachingchannel.org/videos/peer-teaching--2) measures. Indicate how students are accountable for independent 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**](http://ohiorc.org/adlit/InPerspective/Issue/2014-05/Article/feature.aspx) **S = Summative SA = Self-Assessment**.

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| **COMMENTS / NOTES:** |
| <http://misiciowa.org/uploads/ela-teach-strat-read-text-k-5.pdf>  <http://misiciowa.org/uploads/ela-teach-strat-read-lit-k-5.pdf>  <http://misiciowa.org/uploads/ela-teach-strat-read-text-6-12.pdf>  <http://misiciowa.org/uploads/ela-teach-strat-read-lit-6-12.pdf> |