|  |
| --- |
| 1. **Unit/Lesson Title: 2. Time Frame:**
2. **Unit /Lesson Description:**
3. **Grade Level or Course:**
 |
| 1. **Common Core Learning Standards Taught and Assessed:**

(Include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.)**Reading Literature Standard(s):** | **6. Assessments of Standards:** Include formative assessments and summative assessment for each standard noted.  |
| **Reading Informational Text Standard(s):** |  |
| **Foundational Skills Standard(s):** |  |
| **Writing Standard(s):** |  |
| **Language Standard(s):** |  |
| **Listening Standard(s):** |  |
| **Speaking Standard(s):** |  |

|  |
| --- |
| 1. **Data Driven Instruction**

How will pre-assessment (assessment prior to instruction) be used?Based on formative assessment, what instructional variation will you incorporate into your lesson? How will students be grouped (e.g. use of leveled texts, differentiated skill development, differentiated mini-lessons)?What scaffolds will be provided? How will gradual release be used (I do. We do. You do.)?What extensions and/or more advanced texts will be used to provide enrichment for students?What opportunities will be provided for students to self-reflect on their learning of the standards?How will feedback be provided to students regarding their learning of the standards?What exemplars of student work will be collected? |

|  |  |
| --- | --- |
| 1. **Process Writing in unit:**

**Narrative –** **Argument/Opinion –** **Informative/Explanatory –**  | **9. On Demand Writing in unit:****Narrative –****Argument/Opinion –** **Informative/Explanatory –** |
| **10. Resources/Materials:**Complex Texts to be used in lesson/unit:**\_\_\_\_\_ Informational Text(s) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_Literature - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Media/Technology to be used to deepen learning:****Other Materials to be used in lesson/unit:** |

**11.** **CLOSE READING OF COMPLEX TEXT**

**Genre:** (K-5, Balance 50% Informational Text and 50% Literature): Informational Text OR Literature

**Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Meets Criteria for Complex Text: \_\_\_\_\_\_**

**Text Merits:** To guide development of close-reading and text-based questions, what is rich and significant about the text?

 Please check all that apply.

**\_\_\_\_\_Content \_\_\_\_\_Structure \_\_\_\_\_Language/Vocabulary \_\_\_\_\_Historical Significance \_\_\_\_\_Cultural Significance**

|  |  |
| --- | --- |
| **Shift Three - Close Reading and Multiple Readings of the Text**Note sections students will re-read to highlight rich and significant aspects of the text. | **Shift Four – Text-Based Questions**Note text-based questions for each section with a focus on higher-order, inferential questions. |
|  |  |

**12**. **CLOSE READING OF COMPLEX TEXT** - continued

|  |
| --- |
| **Shift Five** - **Writing from Sources** (emphasize use of evidence to inform or make an argument that responds to the ideas, arguments and facts from the text) |

|  |
| --- |
| **Shift Six - Academic Vocabulary**“Strategic focus on comprehending pivotal and power words (Shift Six)”, tier two words |
| Words to:**TARGET -** *Teach Web of Words* | Words to:**INFER -** *From Context* | Words to:**IGNORE -** *Tell students meaning* |
|  |  |  |

1. ‘**SMALL GROUP INSTRUCTION: Based on assessment data, what skills or concepts from the standards (e.g., foundational skills, language skills, comprehension skills) will be the focus of instruction for small groups of students?**

**Round 1 Differentiation:**

|  |  |  |
| --- | --- | --- |
| **Skill(s)/Concept(s):**  | **Skill(s)/Concept(s):**  | **Skill(s)/Concept(s):**  |
| **Students:** | **Students:** | **Students:** |

**Round 2 Differentation:**

|  |  |  |
| --- | --- | --- |
| **Skill(s)/Concept(s):**  | **Skill(s)/Concept(s):**  | **Skill(s)/Concept(s):**  |
| **Students:** | **Students:** | **Students:** |

7. **OPTIONAL** -- **LEVELED TEXT: GUIDED READING/SMALL GROUP INSTRUCTION: What role will texts at students’ independent or instructional reading levels have in the unit?**

|  |  |  |  |
| --- | --- | --- | --- |
| **Leveled Text and Author** | **Shift Four:****Text-based Questions to Pose** | **Shift Five:****Writing Prompt(s)** | **Shift Six:****Academic Vocabulary** **TARGET INFER IGNORE** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |