**Unit Planner, Skills Emphasis.**

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| --- | --- |
| **Skills Taught in this Unit**  (Multiple Strategies, Differentiation, Assessment)  1.  2.  Corresponding Standards: | **Skills Covered in this Unit**  (1-2 Lessons)  1.  2.  Corresponding Standards: |

**Skill#1:**

|  |  |
| --- | --- |
| **Core Strategies:**  *Readers/Writers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | **Graphic Organizer/Photo of Chart/Model for each Strategy** |
| by  by  by  by  by  by |  |

**Skill#2:**

|  |  |
| --- | --- |
| **Core Strategies:**  *Readers/Writers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | **Graphic Organizer/Photo of Chart/Model for each Strategy** |
| by  by  by  by  by  by |  |

Progression for Taught Skills:

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | 2 | 3 | 4 |
| Criteria of the level: | Criteria of the level: | Criteria of the level: | Criteria of the level: |
| Model from read aloud scene or mentor writing: | Model from read aloud scene or mentor writing: | Model from read aloud scene or mentor writing: | Model from read aloud scene or mentor writing: |

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | 2 | 3 | 4 |
| Criteria of the level: | Criteria of the level: | Criteria of the level: | Criteria of the level: |
| Model from read aloud scene or mentor writing: | Model from read aloud scene or mentor writing: | Model from read aloud scene or mentor writing: | Model from read aloud scene or mentor writing: |

|  |
| --- |
| **What will I use to teach?**  Whole Class Text(s) and/or Mentor Writing:  Book Club Titles |

**Sample Pace Of the Unit (To Be Revised as Needed)**

X out the days you won't teach.

Which days will you do Read Aloud (For a Reading Unit?)

On Minilesson days, what strategies do you anticipate teaching?

Monday Tuesday Wednesday Thursday Friday

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
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|  |  |  |  |  |

**Structures for Independence and Transfer**

1. Pre/Post Assessment Questions, Task, and Texts:

2. Formative Assessment: What is my system for repeated practice of these skills and how will I look at enough to see who is getting/needs what?

3. Summative Assessment: What will they do at the end of the unit that will show us how much they have grown and what their current level is?

**Quick Content Unit Planning Guide**

If teaching a whole class text, what do you expect students to be able to discuss independently by the end of the unit?

|  |  |
| --- | --- |
| **Content Category** |  |
| Ideas and/or Themes |  |
| Characters and Characteristics/Topics and Information |  |
| Plot points/Arc |  |
| Style/Voice/Craft of the Author |  |
| Vocabulary |  |