Purpose for Instruction/Essential Questions (Dimension I)

Alignment to the Depth of the Common Core (Dimension I)

Targeted Standards: (Note standards that will be assessed in this unit with a *)
Note the Reading, Writing, Speaking & Listening, Language and Foundational Standards this Lesson/Unit will address.

Student Learning Outcomes Aligned to CCSS (Dimension I)

Targeted Standards in Student-Friendly Language
Key Shifts (Dimension II)

Close Reading/Close Listening

Text(s) to Be Read Closely

Other Text(s)/Media to Incorporate in Unit

Check all that apply.
- Informational Text
- Literature
- Other: ________

Text-Based Evidence

Provide on-going opportunities for students to have 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)

Which Bloom’s Levels Are Addressed?

Check all that apply.
- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

Writing to Sources—Provide Varied Writing Opportunities

List the different writing opportunities provided for students. Balance communicating thinking and answering questions with self-expression and exploration.

Vocabulary

Tier 2 Words
See template description.

Tier 3 Words
See template description.

Research-Based Strategies:
For example: Marzano, Frayer, Etc.

Instructional Supports (Dimension III)

Provide support by reading/listening to complex texts
Provide complex texts or tasks for more advanced students
Motivation and engagement
Promote independence through reduction of supports

Possible Supports: Check all that apply.
- Chunk the Text
- Peer Support/Group Work
- Providing Background Knowledge
- Pre-Teach Vocabulary
- Annotation
- Graphic Organizer/Task to record learning
- Other

Assessments (Dimension IV)

Assessment(s) must align to Section B (Targets).

Formative:

Summative:

Evidence to prove students can perform targeted standard(s) independently
Assessment is free from bias
Rubrics/guidelines/scoring criteria to interpret student performance are available

Reflection:

What worked well within the unit?
What might I consider changing?
How did students respond?
Was the length/time I planned realistic?