

unit title

Teacher	
Subject and grade level	
Time frame/duration	

Content Standards	Literacy Standards

Key Vocabulary	What will students READ?	What will students WRITE?
Instructional routine for explicitly pre-teaching vocabulary	Best practices for scaffolding reading comprehension	Ideas for scaffolding writing
<ul style="list-style-type: none"> • Select words that are critical to comprehension • Present a student-friendly explanation • Use verbal and non-verbal examples and non- examples • Support student use of strategies (morphemes, context, graphic organizer) • Provide sentence stems for answering deep processing questions • Have students generate examples, combine words, and sort words • Design activities for practice (Memory Game, drama, Pictionary, Find Your Match, riddles, Go Fish, BINGO, Who Has...?, Tic Tac Toe, Flyswatter Game) 	<p>-Preview text</p> <ul style="list-style-type: none"> • Teach students how to determine text structure (and how that can influence choice of note-taking format) • Set a purpose for reading • Pre-assess, activate prior knowledge, and build background as needed <p>-Gradually release responsibility when teaching a new comprehension process:</p> <ul style="list-style-type: none"> • Model, demonstration, think aloud, exemplar (I do it) • Guided practice with checks for understanding (we do it) • Independent practice with specific feedback (you do it) <p>-Teach students to monitor their understanding, visualize, make inferences and connections, ask questions, and determine importance while reading</p> <p>-Direct interactions with the text after each small passage and/or each (of multiple) read-throughs:</p> <ul style="list-style-type: none"> • Purposeful annotation • Graphic organizer for note-taking • Summarize • Non-linguistic responses <p>-Make the text accessible for every reading level:</p> <ul style="list-style-type: none"> • Jigsaw expert groups • First read-through is teacher read-aloud or recording • Intentional pairing 	<p>-Provide explicit instruction in the use of writing tools (demonstration, think aloud, guided practice with checks for understanding, independent practice with specific feedback):</p> <ul style="list-style-type: none"> • Sentence stems and frames • Outlines and graphic organizers • Word/phrase banks and glossaries • Exemplars • Rubrics

Learning Experiences (Lesson Sequence)

Engagement Strategies

- Simultaneous response (white boards, number wheels, choral response, clicker technology)
- Varied groupings (think/ink/pair/share, structured student talk)
- No hand raising (wait time, cold calling, no opt out, response chaining)
- Bell ringers and exit tasks
- Games and inconsequential competition
- Physical movement
- Choice in task, format, content, or activity
- Authentic connections

Unit Reflections