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**Grade <Place Grade Level Here>**



Grant funded by:

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| --- | --- | --- | --- |
| **Grade Level** | **Unit Title** | | **Duration** |
| # | (Write here.) | | (# of days.) |
| **Mississippi College- and Career-Readiness Standards for English Language Arts** | | **Unit Overview and Essential Questions** | |
| **Reading Standards**  **Focus:**  Write out standard from CCRS. This should include the focus standard of the unit/performance.  **Additional:**  Write out standard from CCRS. This should include the standards that support the focus or are touched on throughout the lessons.  **Writing Standards**  **Focus:**  Write out standard from CCRS. This should include the focus standard of the unit/performance.  **Additional:**  Write out standard from CCRS. This should include the standards that support the focus or are touched on throughout the lessons.  **Speaking and Listening Standards**  **Focus:**  Write out standard from CCRS. This should include the focus standard of the unit/performance.  **Additional:**  Write out standard from CCRS. This should include the standards that support the focus or are touched on throughout the lessons.  **Language Standards**  **Focus:**  Write out standard from CCRS. This should include the focus standard of the unit/performance.  **Additional:**  Write out standard from CCRS. This should include the standards that support the focus or are touched on throughout the lessons. | | (Write it here.)  **Essential Questions** | |
| **Text Set** | | | |
| **Anchor Text**  **Complementary Texts**  **Literary Texts**  **Informational Texts**  **Nonprint Texts (e.g., Media, Video, Film, Music, Art, Graphics)** | | | |
| **Fresh/Cold-Read Task** | | | |
| **Text(s):** (Write title here and hyperlink, if possible.)  **Questions and Writing Prompt:**   1. (Write here.) | | **Standards Assessed:** (List I.D. only)  **Evidence of Mastery:**   1. (Write answers to questions or what evidence of mastery would look like.) | |
| **Rubric for Writing Prompt:**  (Place here or hyperlink.) | | | |
| **Summary of Lessons** | | | |
| **Lesson 1: Title of the Lesson**  (Description of the lesson.)  **Lesson 2: Title of the Lesson**  (Description of the lesson.)  **Lesson 3: Title of the Lesson**  (Description of the lesson.)  **Lesson 4: Title of the Lesson**  (Description of the lesson.)  **Lesson 5: Title of the Lesson**  (Description of the lesson.)  **Lesson 6: Title of the Lesson**  (Description of the lesson.)  (Repeat as needed.) | | | |
| **Performance/Culminating Task** | | | |
| (Write the task for students.)  **Standard(s) Assessed:** | | | |

**Rubric for Performance/Culminating Task**

(Place here.)

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| **Lesson 1: Title of Lesson** | | |
| **Focus Standard(s):** (List Standard ID only with commas to separate. List across from left to right, if more than one standard.)  **Additional Standard(s):** (List Standard ID only with commas to separate. List across from left to right.)  **Estimated Time:** (Write time here. Understand that one lesson may or may not equal a single day.)  **Text(s):** (Write here and internet hyperlink to texts if possible.)  **Resources and Materials:**   * Handout 1.1: (Title of the Handout) * Title of Website (hyperlink the website)   **Lesson Target(s):**   * (List here.)   **Guiding Question(s):**   * (List here.) | | |
| **Vocabulary** | | |
| **Academic Vocabulary:**   * (See Scaffolding document and write here.) | | **Instructional Strategies for Academic Vocabulary:**   * Introduce words with student-friendly definition and pictures * Model how to use the words in writing/discussion * Read and discuss the meaning of word in multiple contexts * Students create pictures/symbols to represent words * Students write/discuss using the words * Students act out the words or attach movements to the words   (Erase the ones that don’t apply. Add if not there.) |
| **In-ConTEXT Vocabulary:**   * (Write here.) | | **Strategies for Teaching How to Determine Meaning from Context Clues:**   * Model the CPR context clue strategy.   (Erase the ones that don’t apply. Add if not there.) |
| **Direct Instruction Text Vocabulary:**   * (Write here.) | | **Instructional Strategies for Direct Instruction Text Vocabulary:**   * Introduce words with student-friendly definition and pictures * Model how to use the words in writing/discussion * Read and discuss the meaning of word in multiple contexts * Students create pictures/symbols to represent words * Students write/discuss using the words * Students act out the words or attach movements to the words   (Erase the ones that don’t apply. Add if not there.) |
| **Symbol** | **Type of Text and Interpretation of Symbol** | |
|  | Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level | |
|  | Assessment (Pre-assessment, Formative, Self, or Summative) | |
| **Instructional Plan** | | |
| **Understanding Lesson Purpose and Student Outcomes**  (Possibly link to Scaffolding Document and explain how students will interact with/reflect upon the purpose of the lesson and expected student outcomes.)  **Anticipatory Set/Introduction to the Lesson**  (Also, this is referred to as the “hook” of the lesson.) (You can switch “Understanding Lesson…” and “Anticipatory Set” if necessary.) (Describe.)  **Activity 1: Title**  Describe the activity, include the teacher model, teacher direct instruction, what students will do, links to strategies, etc.) (**Handout.1.1: Title of Extra Resource Hyperlink**. No parenthesis. Include in a sentence/in context, not separate from the sentence. Example: Provide students with **Handout 1.1: Sentence Starters** to help support their writing of the draft. Repeat with new activity number.)  Have students…  **Note:** (When there is something teachers need to keep in mind or consider, write a note.) (Bold the entire word and capitalize the first letter of the word *note*. The note itself is not bolded.)  Students create… (write verbs using present tense)  Have students… (For teacher directions, begin with the verb and understood you.)  Arrange cards on each desk… (For teacher directions, begin with the verb and understood you.)  Have students add words to a word wall. (For teacher directions, begin with the verb and understood you.)   * + (Assessment information… Indicate what type of assessment and what teachers should do.)   **For students who are EL, have disabilities, or perform/read well below the grade level:**   * (Example: If students struggle to write complete sentences, students draw a picture and label. Teacher asks them to dictate their sentence. Using a yellow highlighter, create a line for each word to provide a guide for each word.)   **Extensions and/or a more advanced text for students who perform/read well above grade level:**   * (Example: Write more than one sentence or a complex sentence.)   (Repeat gray box as needed. Erase the contents but keep bullets. Delete this parenthesis.)  **Reflection and Closing**  (Have students reflect on how they accomplished target.) | | |
| **Homework** | | |
| (Write here. Try to use Family Guidebooks as a resource.) | | |

**Handout 1.1: Title of Handout** (bold, 12 pt font, bookmark it, and hyperlink within the lesson plan)

(Place item here. Choose Calibri font, if possible.)

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| **Lesson 2: Title of Lesson** | | |
| **Focus Standard(s):** (List Standard ID only with commas to separate. List across from left to right, if more than one standard.)  **Additional Standard(s):** (List Standard ID only with commas to separate. List across from left to right.)  **Estimated Time:** (Write time here. Understand that one lesson may or may not equal a single day.)  **Text(s):** (Write here and internet hyperlink to texts if possible.)  **Resources and Materials:**   * Handout 2.1: (Title of the Handout) * Title of Website (hyperlink the website)   **Lesson Target(s):**   * (List here.)   **Guiding Question(s):**   * (List here.) | | |
| **Vocabulary** | | |
| **Academic Vocabulary:**   * (See Scaffolding document and write here.) | | **Instructional Strategies for Academic Vocabulary:**   * Introduce words with student-friendly definition and pictures * Model how to use the words in writing/discussion * Read and discuss the meaning of word in multiple contexts * Students create pictures/symbols to represent words * Students write/discuss using the words * Students act out the words or attach movements to the words   (Erase the ones that don’t apply. Add if not there.) |
| **In-ConTEXT Vocabulary:**   * (Write here.) | | **Strategies for Teaching How to Determine Meaning from Context Clues:**   * Model the CPR context clue strategy.   (Erase the ones that don’t apply. Add if not there.) |
| **Direct Instruction Text Vocabulary:**   * (Write here.) | | **Instructional Strategies for Direct Instruction Text Vocabulary:**   * Introduce words with student-friendly definition and pictures * Model how to use the words in writing/discussion * Read and discuss the meaning of word in multiple contexts * Students create pictures/symbols to represent words * Students write/discuss using the words * Students act out the words or attach movements to the words   (Erase the ones that don’t apply. Add if not there.) |
| **Symbol** | **Type of Text and Interpretation of Symbol** | |
|  | Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level | |
|  | Assessment (Pre-assessment, Formative, Self, or Summative) | |
| **Instructional Plan** | | |
| **Understanding Lesson Purpose and Student Outcomes**  (Possibly link to Scaffolding Document and explain how students will interact with/reflect upon the purpose of the lesson and expected student outcomes.)  **Anticipatory Set/Introduction to the Lesson**  (Also, this is referred to as the “hook” of the lesson.) (You can switch “Understanding Lesson…” and “Anticipatory Set” if necessary.) (Describe.)  **Activity 1: Title**  Describe the activity, include the teacher model, teacher direct instruction, what students will do, links to strategies, etc.) (**Handout.2.1: Title of Extra Resource Hyperlink**. No parenthesis. Include in a sentence/in context, not separate from the sentence. Example: Provide students with **Handout 2.1: Sentence Starters** to help support their writing of the draft. Repeat with new activity number.)  Have students…  **Note:** (When there is something teachers need to keep in mind or consider, write a note.) (Bold the entire word and capitalize the first letter of the word *note*. The note itself is not bolded.)  Students create… (write verbs using present tense)  Have students… (For teacher directions, begin with the verb and understood you.)  Arrange cards on each desk… (For teacher directions, begin with the verb and understood you.)  Have students add words to a word wall. (For teacher directions, begin with the verb and understood you.)   * + (Assessment information… Indicate what type of assessment and what teachers should do.)   **For students who are EL, have disabilities, or perform/read well below the grade level:**   * (Example: If students struggle to write complete sentences, students draw a picture and label. Teacher asks them to dictate their sentence. Using a yellow highlighter, create a line for each word to provide a guide for each word.)   **Extensions and/or a more advanced text for students who perform/read well above grade level:**   * (Example: Write more than one sentence or a complex sentence.)   (Repeat gray box as needed. Erase the contents but keep bullets. Delete this parenthesis.)  **Reflection and Closing**  (Have students reflect on how they accomplished target.) | | |
| **Homework** | | |
| (Write here. Try to use Family Guidebooks as a resource.) | | |

**Handout 2.1: Title of Handout** (bold, 12 pt font, bookmark it, and hyperlink within the lesson plan)

(Place item here. Choose Calibri font, if possible.)