

| Standard                          | Unit 1<br>Mythology | Unit 2<br>Freedom | Unit 3<br>Historical Changes to<br>Our Nation | Unit 4<br>Coming of Age: Decision<br>Making | Unit 5<br>Future Societies |
|-----------------------------------|---------------------|-------------------|---|---|----------------------------|
| <b>Reading Literature</b>         |                     |                   |   |   |                            |
| 1                                 | F                   | F                 | F   | F   | F                          |
| 2                                 | F                   | F                 | F   | F   | F                          |
| 3                                 | F                   | F                 | S   | S   | S                          |
| 4                                 | F                   | S                 | S   | S   | S                          |
| 5                                 | F                   | S                 | S   | S   | S                          |
| 6                                 | F                   | S                 | S   | S   | S                          |
| 7                                 |                     |                   |   |   | F                          |
| 8                                 | N/A                 |                   |   |   |                            |
| 9                                 |                     |                   | F   | S   | S                          |
| 10                                | Ongoing             |                   |   |   |                            |
| <b>Reading Information</b>        |                     |                   |   |   |                            |
| 1                                 | F                   | F                 | F   | F   | F                          |
| 2                                 | F                   | F                 | F   | F   | F                          |
| 3                                 |                     |                   | F   | F   | F                          |
| 4                                 | F                   | S                 | S   | S   | S                          |
| 5                                 |                     |                   |   | F   | F                          |
| 6                                 | F                   | F                 | S   |   | S                          |
| 7                                 |                     |                   |   | F   | S                          |
| 8                                 |                     |                   |   | F   | S                          |
| 9                                 |                     |                   |   | F   | S                          |
| 10                                | Ongoing             |                   |   |   |                            |
| <b>Writing</b>                    |                     |                   |   |   |                            |
| 1 Embedded in indicators below... |                     |                   |   |   |                            |
| 1a                                |                     |                   |   | F   | F                          |
| 1b                                |                     |                   |   | F   | F                          |
| 1c                                |                     |                   |   | F   | F                          |
| 1d                                |                     |                   |   | F   | F                          |
| 1e                                |                     |                   |   | F   | F                          |
| 2 Embedded in indicators below... |                     |                   |   |   |                            |
| 2a                                |                     | F                 | S   |   |                            |
| 2b                                |                     | F                 | S   |   |                            |
| 2c                                |                     | F                 | S   |   |                            |
| 2d                                |                     | F                 | S   |   |                            |
| 2e                                |                     | F                 | S   |   |                            |
| 2f                                |                     | F                 | S   |   |                            |
| 3 Embedded in indicators below... |                     |                   |   |   |                            |
| 3a                                | F                   | S                 |   |   |                            |
| 3b                                | F                   | S                 |   |   |                            |
| 3c                                | F                   | S                 |   |   |                            |
| 3d                                | F                   | S                 |   |   |                            |
| 3e                                | F                   | S                 |   |   |                            |
| 4                                 | F                   | F                 | S   | F   | S                          |
| 5                                 | F                   | F                 | S   | F   | S                          |
| 6                                 | S                   | S                 | S   | S   | S                          |
| 7                                 |                     | F                 | F   | S   | S                          |
| 8                                 |                     |                   | F   | F   | S                          |
| 9a                                | F                   | S                 | S   | S   | S                          |
| 9b                                |                     |                   | F   | S   | S                          |
| 10                                | Ongoing             |                   |   |   |                            |
| <b>Speaking and Listening</b>     |                     |                   |   |   |                            |
| 1 Embedded in indicators below... |                     |                   |   |   |                            |
| 1a                                | S                   | S                 | S   | S   | S                          |
| 1b                                | S                   | S                 | S   | S   | S                          |
| 1c                                | F                   | S                 | S   | S   | S                          |
| 1d                                | S                   | S                 | S   | S   | S                          |
| 2                                 |                     |                   | F   | S   | S                          |
| 3                                 |                     |                   |   | F   | S                          |
| 4                                 | S                   | S                 | S   | S   | S                          |
| 5                                 | S                   | S                 | S   | S   | S                          |
| 6                                 | S                   | S                 | S   | S   | S                          |
| <b>Language</b>                   |                     |                   |   |   |                            |
| 1 Embedded in indicators below... |                     |                   |   |   |                            |
| 1a                                | F                   | S                 | S   | S   | S                          |
| 1b                                |                     | F                 | S   | S   | S                          |
| 1c                                |                     |                   | F   | S   | S                          |
| 1d                                |                     |                   |   | F   | S                          |
| 2 Embedded in indicators below... |                     |                   |   |   |                            |
| 2a                                | S                   | S                 | S   | S   | S                          |
| 2b                                | S                   | S                 | S   | S   | S                          |
| 2c                                | S                   | S                 | S   | S   | S                          |
| 3 Embedded in indicators below... |                     |                   |   |   |                            |
| 3a                                | S                   | S                 | S   | S   | S                          |
| 4 Embedded in indicators below... |                     |                   |   |   |                            |
| 4a                                | S                   | S                 | S   | S   | S                          |
| 4b                                | F                   | S                 | S   | S   | S                          |
| 4c                                | S                   | S                 | S   | S   | S                          |
| 4d                                | S                   | S                 | S   | S   | S                          |
| 5 Embedded in indicators below... |                     |                   |   |   |                            |
| 5a                                | F                   | S                 | S   | S   | S                          |
| 5b                                | S                   | S                 | S   | S   | S                          |
| 5c                                |                     |                   | F   | S   | S                          |
| 6                                 | Ongoing             |                   |   |   |                            |

F = Focus Standard S = Supporting Standard

*These are the standards organized by chronological, 6 weeks units. If teachers choose not to use the themes listed here, it is the district expectation that the standards attached to each unit are taught as paced here.*

*Additionally, if teachers choose not to use the Model Units created by teachers and thematically designed based upon the themes listed here, teachers should complete the ELA Unit Plan Template based upon their chosen theme. The Model Units are in Thinkgate.*

*Focus standards are those that have been prioritized as highly impacting instruction, student learning, and assessment. Standards labeled supporting are those that help to build and strengthen the concepts and skills in the Focus standards.*

*Understand that this document will be revisited and adjusted as we learn more about assessment and instruction based upon our new standards.*

| Reading Literature   | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Reading Informational Text  | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|--|--------|--------|--------|--------|--------|---|--------|--------|--------|--------|--------|
| 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | F      | F      | F      | F      | F      | 1. Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.   | F      | F      | F      | F      | F      |
| 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                         | F      | F      | F      | F      | F      | 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  | F      | F      | F      | F      | F      |
| 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  | F      | F      | S      | S      | S      | 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).   | -      | -      | F      | F      | F      |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | F      | S      | S      | S      | S      | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts. | F      | S      | S      | S      | S      |
| 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  | F      | S      | S      | S      | S      | 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  | -      | -      | -      | F      | F      |
| 6. Analyze the differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  | F      | S      | S      | S      | S      | 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.   | F      | F      | S      | S      | S      |
| 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.  | -      | -      | -      | -      | F      | 7. Evaluate the advantages or disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  | -      | -      | -      | F      | S      |
| 8. (Not applicable to literature)  |        |        |        |        |        | 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.   | -      | -      | -      | F      | S      |
| 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.              | -      | -      | F      | S      | S      | 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.  | -      | -      | -      | F      | S      |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6–8 text complexity band proficiently.   | S      | S      | S      | S      | S      | 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.  | S      | S      | S      | S      | S      |

| Writing |   | Unit 1      | Unit 2      | Unit 3      | Unit 4      | Unit 5      |
|---------|---|-------------|-------------|-------------|-------------|-------------|
| 1.      | Write arguments to support claims with clear reasons and relevant evidence.<br>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.<br>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.<br>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.<br>d. Establish and maintain a formal style.<br>e. Provide a concluding statement or section that follows from and supports the argument presented.  | -           | -           | -           | ALL UNITS F | ALL UNITS F |
| 2.      | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.<br>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Establish and maintain a formal style.<br>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | -           | ALL UNITS F | ALL UNITS S | -           | -           |
| 3.      | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.<br>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.<br>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.<br>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.              | ALL UNITS F | ALL UNITS S | -           | -           | -           |
| 4.      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  | F           | F           | S           | F           | S           |
| 5.      | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)   | F           | F           | S           | F           | S           |
| 6.      | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.  | S           | S           | S           | S           | S           |
| 7.      | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.   | -           | F           | F           | S           | S           |
| 8.      | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.   | -           | -           | F           | F           | S           |
| 9.      | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).<br>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g. “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).   | F<br>-      | S<br>-      | S<br>F      | ALL UNITS S | ALL UNITS S |
| 10.     | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   | S           | S           | S           | S           | S           |

| Speaking and Listening  |    | Unit 1 | Unit 2         | Unit 3         | Unit 4         | Unit 5         |
|---|----|--------|----------------|----------------|----------------|----------------|
| <b>1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul> | S  |        |                |                |                |                |
|   | a. | S      | ALL UNITS<br>S | ALL UNITS<br>S | ALL UNITS<br>S | ALL UNITS<br>S |
|   | b. | S      |                |                |                |                |
|   | c. | F      |                |                |                |                |
| d.  | S  |        |                |                |                |                |
| <b>2.</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  | -  | -      | F              | S              | S              |                |
| <b>3.</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant information is introduced.  | -  | -      | -              | F              | S              |                |
| <b>4.</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  | S  | S      | S              | S              | S              |                |
| <b>5.</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.   | S  | S      | S              | S              | S              |                |
| <b>6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)  | S  | S      | S              | S              | S              |                |

| Language   |                | Unit 1         | Unit 2         | Unit 3         | Unit 4         | Unit 5         |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.</li> </ul>  | F              | S              | S              | S              | S              |                |
|  | a.             | -              | F              | S              | S              | S              |
|  | b.             | -              | -              | F              | S              | S              |
|  | c.             | -              | -              | -              | F              | S              |
| <b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ul>  | ALL UNITS<br>S | ALL UNITS<br>S | ALL UNITS<br>S | ALL UNITS<br>S | ALL UNITS<br>S |                |
| <b>3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ul>  | S              | S              | S              | S              | S              |                |
| <b>4.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> | S              |                |                |                |                |                |
|  | a.             | F              | ALL UNITS<br>S | ALL UNITS<br>S | ALL UNITS<br>S | ALL UNITS<br>S |
|  | b.             | S              |                |                |                |                |
|  | c.             | S              |                |                |                |                |
| <b>5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</li> </ul>  | F<br>S<br>-    | S<br>S<br>-    | S<br>S<br>F    | ALL UNITS<br>S | ALL UNITS<br>S |                |
| <b>6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.   | S              | S              | S              | S              | S              |                |

|               |                |                     |                  |
|---------------|----------------|---------------------|------------------|
| <b>Grade:</b> | <b>Unit #:</b> | <b>Theme Title:</b> | <b>2012-2013</b> |
|---------------|----------------|---------------------|------------------|

**INTRODUCTION:** This unit outline provides a frame for designing a unit with the ultimate purpose and goal in mind first, as well as how to integrate performance tasks into a unit of instruction. *Teachers may (a) use this unit as it is described below; OR (b) use it as a model or checklist for a currently existing unit on a different topic.*

|  |  |
|--|--|
| <b>Overview</b>  | <b>Time Frame:</b> How long is this unit? Allocate by weeks.   |
| Students will be able to independently use their learning to | In narrative form, use these stems to provide an overview of the unit. What are the college and career ready skills that students will gain from an English Language Arts framed study of these standards embedded in the theme of the unit? What specific understandings about the skills and concepts of these standards will students take away from this unit? What inferences should students make? What thought provoking questions will foster inquiry, meaning-making, and transfer? |
| Students will understand that                                |  |
| Students will keep considering                               |  |

|   |   |
|---|---|
| <b>Reading Purpose</b>  | <b>Writing Purpose</b> ( <i>argument, narrative, informational</i> )  |
| What is the ultimate goal and function of reading in this unit? Express this purpose in a clear and straightforward statement.                | What is the ultimate goal and function of writing in this unit? Express this purpose in a clear and straightforward statement.  |
| <b>Speaking and Listening Purpose</b>   | <b>Language Purpose</b>   |
| What is the ultimate goal and function of speaking and listening in this unit? Express this purpose in a clear and straightforward statement. | What is the ultimate goal and function of language in this unit? Express this purpose in a clear and straightforward statement. |
| <b>Focus Standards</b>  | <b>Supporting Standards</b>   |
| <i>These Focus Standards have been selected for the unit from the Common Core State Standards.</i>  | <i>The standards from the Common Core State Standards have been selected as secondary, supporting standards for the unit.</i>   |
| <input type="checkbox"/> List by strand the district determined focus standards for this unit.  | <input type="checkbox"/> List by strand the district determined supporting standards for this unit.                             |

**Learning Targets**  
*These Learning Targets have been selected from the District Learning Targets and Progressions documents and represent the base targets needed. Depending upon student need, additional targets may be necessary.*

|   |   |
|---|---|
| <b>Content</b>  | <b>Skills</b>   |
| <input type="checkbox"/> Select the Learning Targets that address the facts and basic concepts students should know and be able to recall after instruction in this unit. | <input type="checkbox"/> Select the Learning Targets that address the skills and processes students should be able to use after instruction in this unit. |

**Preassessment**  
 How will you assess levels of student knowledge of the concepts and skills to be taught in this unit?

**Final Performance Task** (*please see the task for complete details*)  
 How will students demonstrate their understanding of the goals and Learning Targets (meaning-making and transfer) through complex performance?

| Other Evidence and Assessment  |            |   |  |            |       |
|--|------------|---|--|------------|-------|
| <input type="checkbox"/> What other evidence will you collect to determine if the goals and Learning Targets have been met? (quizzes, journals, projects, etc.)  |            |   |  |            |       |
| Vocabulary   |            |   |  |            |       |
| Domain Specific (Tier III Vocabulary)  |            |   | High Utility (Tier II Vocabulary)  |            |       |
| What is the key/essential terminology students will need to learn/master to be successful in this unit?  |            |   | What are words specific to this unit/texts will expand students oral and written vocabulary as well as textual understanding?        |            |       |
| Suggested Works  |            |   |  |            |       |
| Literary Texts ( <i>picture books, stories, poetry</i> )   |            |   | Informational Texts ( <i>nonfiction, articles, biography</i> )   |            |       |
| Title  | Read Aloud | Other   | Title  | Read Aloud | Other |
| <input type="checkbox"/>   |            |   | <input type="checkbox"/>   |            |       |
| <input type="checkbox"/>   |            |   | <input type="checkbox"/>   |            |       |
| <input type="checkbox"/>   |            |   | <input type="checkbox"/>   |            |       |
| <input type="checkbox"/>   |            |   | <input type="checkbox"/>   |            |       |
| Art, Music, and Media  |            | What literary, informational, or other text resources would support a variety of reading levels, the unit them, as well as standards for this unit? |  |            |       |
| Title  | Medium     |   |  |            |       |
| <input type="checkbox"/>   |            |   |  |            |       |
| <input type="checkbox"/>   |            |   |  |            |       |
| Mini-Lessons ( <i>whole class</i> )  |            |   |  |            |       |
| Reading  |            |   | Writing  |            |       |
| <input type="checkbox"/>   |            |   | <input type="checkbox"/>   |            |       |
| Speaking and Listening   |            |   |  |            |       |
| <input type="checkbox"/>   |            |   |  |            |       |
| Stations   |            |   |  |            |       |
| Reading Workshop Stations  |            |   | Writing Workshop Stations  |            |       |
| <input type="checkbox"/>   |            |   | <input type="checkbox"/>   |            |       |
| What specific skills/concepts/strategies can be practiced or reinforced in stations during this unit?  |            |   |  |            |       |
| Cross-Curricular Integration   |            |   |  |            |       |
| Science  |            |   | Social Studies   |            |       |
| <input type="checkbox"/>   |            |   | <input type="checkbox"/>   |            |       |
| Other  |            |   |  |            |       |
| <input type="checkbox"/> What are opportunities for integration of science, social studies, or other subject areas?  |            |   |  |            |       |
| Plans for Individual Differences   |            |   |  |            |       |
| Potential Intervention   |            |   | Potential Extension  |            |       |
| What are concepts/skills in this unit that students might come with deficits or might struggle with? What are ideas for addressing these issues?   |            |   | What are some ideas for extending and enriching the knowledge and skills of students who show evidence of mastery early in the unit? |            |       |
| Other Professional Resources   |            |   |  |            |       |
| What are some resources that teachers might find helpful to support instructional practice for this unit? What resources provide definition, instruction, or processes to support the understanding of concepts or skills to be taught in this unit? |            |   |  |            |       |