



Adams 14 Common UbD 6-12 ELA Unit Plan 2020-2021

Unit Overview and Learning Goals

Grade:

Unit Name/Number:

Dates/Weeks:



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over (s)	Key Learning Goals: Skills and Understandings

reer Skills	How are these skills taught and assessed within the unit?



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Essential Questions and Key Understandings

Essential Question:

Essential Questions:

Understandings:

Performance Tasks

Which authentic performance tasks will students demonstrate mastery? By which criteria will students be judged?



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<p>ES: ation / ther with</p>	<p>Which unit vocabulary is key to understanding the unit? Has the most transfer to other subjects?</p> <p>Marzano's Grade Level Vocabulary by Content</p> <p>Vocabulary for students with disabilities</p>	<p>What funds of knowledge do my students bring to the table? How can students tap into those as resources in ways that affirm identity?</p> <p>Engaging Background Knowledge</p> <p>Activating prior knowledge in students with disabilities</p>	<p>What is the dominant language function? (Explain/Describe, Opinion, Sequence, Cause/Effect, Compare/Contrast)</p> <p>What language forms support the function? What language forms do my students need to utilize these skills? Word/Phrase, Sentence, Discourse level) Examples How are the ideas organized? What elements create cohesion? Which functional words/phrases will students be expected to know and use (Mortar)? What are the key words and phrases (Bricks)?</p> <p>Create sentence frames using identified functional words/phrases</p>	<p>Which strategies will I use to help students understand and utilize language?</p> <p>Strategies: ColorinColorado Best Practices CAL/EXCELL Go to Strategies Structured Talk Resources Teaching Vocabulary Marzano's 6 Steps</p>	<p>Are the resources I have chosen within the Zone of Proximal Development for Multilingual Learners?</p> <p>Use supports/scaffolds and differentiated reading to support comprehensible input WIDA List of Supports Scaffolding Reading</p>
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Proficient Response: *What do you expect students to say or write?* ([Explain/Describe](#), [Opinion](#), [Sequence](#), [Cause/Effect](#), [Compare/Contrast](#))

ion/Accommodation



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Language			
Language Knowledge Activities	Language Functions	Language Form	Student Interactions

Support for Exceptional Students		
Support for Language Learners	Support for Students with Disabilities and Students in Need of Intervention	Support for Gifted Learners



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Key Vocabulary Terms

Learning Plan:

Pacing Guide

Day 1	Day 2	Day 3	Day 4	Day 5
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Standard	Standard	Standard	Standard	Standard
Objective	Objective	Objective	Objective	Objective
Key Resources	Key Resources	Key Resources	Key Resources	Key Resources
Day 1	Day 2	Day 3	Day 4	Day 5
Standard	Standard	Standard	Standard	Standard
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