Period:	Grade Level:	Thematic Unit Title:			<u>Teacher Name:</u>	
Unit Of Study:	<u>Title:</u>			Pacing:		ТО
Focus Standards: Literature & Informational:			Essential Ques	tions:	Resources: (Visuals, R	ealia, Materials, etc)
Writing & Language:						
Speaking and Listening			<u>Vocabular</u>	<u>Y:</u>	<u>Language Funct</u>	ions/Structures:
Science/Social Studies	<u>Connections:</u>		ELL Modificate Language Domains: Reading Writing Liste Types of Support Utilized:	ning Speaking La	(Utilize IEP n anguage Domains:	on Modifications: nodifications) Listening Speaking d:
Assessments:						

	Day					
Language Level	Reading Activity:	Writing Activity:	Strategies:	Key terms/language structures	Assessment	
Entering (1.0-1.9) Scaffolding: Modeling Guided Independent Combined	Practice/Application: ☐ Hands-On☐ visual☐ Adapted content☐ Focus on Language ☐ Productive Talk	Practice/Application: ☐ Hands-On☐ visual☐ Adapted content☐ Focus on Language ☐ Productive Talk	Supports: □Sensory □Graphic □Interactive		Format: □Individual □Group □Written □Oral DOK: □2 skill/concept □3 Strategic □4 extended	
Emerging (2.0-2.9) Scaffolding: Modeling Guided Independent Combined	Practice/Application: ☐ Hands-On☐ visual☐ Adapted content☐ Focus on Language ☐ Productive Talk	Practice/Application: ☐ Hands-On☐ visual☐ Adapted content☐ Focus on Language☐ Productive Talk	Supports: ☐Sensory ☐Graphic ☐Interactive		Format: ☐ Individual ☐ Group ☐ Written ☐ Oral DOK: ☐ 2 skill/concept ☐ 3 Strategic ☐ 4 extended	
Developing (3.0-3.9) Scaffolding: Modeling Guided Independent Combined	Practice/Application: ☐ Hands-On☐ visual ☐ Adapted content ☐ Focus on Language ☐ Productive Talk	Practice/Application: ☐ Hands-On☐ visual☐ Adapted content☐ Focus on Language☐ Productive Talk	Supports: □Sensory □Graphic □Interactive		Format: ☐ Individual ☐ Group ☐ Written ☐ Oral DOK: ☐ 2 skill/concept ☐ 3 Strategic ☐ 4 extended	
Expanding (4.0-4.9) Scaffolding: Modeling Guided Independent Combined	Practice/Application: ☐ Hands-On☐ visual ☐ Adapted content ☐ Focus on Language ☐ Productive Talk	Practice/Application: ☐ Hands-On☐ visual☐ Adapted content☐ Focus on Language☐ Productive Talk	Supports: □Sensory □Graphic □Interactive		Format: ☐ Individual ☐ Group ☐ Written ☐ Oral DOK: ☐ 2 skill/concept ☐ 3 Strategic ☐ 4 extended	

	Day					
Language Level	Reading Activity:	Writing Activity:	Strategies:	Key terms/language structures	Assessment	
Entering (1.0-1.9) Scaffolding: Modeling Guided Independent Combined	Practice/Application: ☐ Hands-On☐ visual☐ Adapted content☐ Focus on Language ☐ Productive Talk	Practice/Application: ☐ Hands-On☐ visual☐ Adapted content☐ Focus on Language ☐ Productive Talk	Supports: □Sensory □Graphic □Interactive		Format: □Individual □Group □Written □Oral DOK: □2 skill/concept □3 Strategic □4 extended	
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Developing (3.0-3.9) Scaffolding: Modeling Guided Independent Combined	Practice/Application: ☐ Hands-On☐ visual ☐ Adapted content ☐ Focus on Language ☐ Productive Talk	Practice/Application: ☐ Hands-On☐ visual☐ Adapted content☐ Focus on Language☐ Productive Talk	Supports: □Sensory □Graphic □Interactive		Format: ☐ Individual ☐ Group ☐ Written ☐ Oral DOK: ☐ 2 skill/concept ☐ 3 Strategic ☐ 4 extended	
Expanding (4.0-4.9) Scaffolding: Modeling Guided Independent Combined	Practice/Application: ☐ Hands-On☐ visual ☐ Adapted content ☐ Focus on Language ☐ Productive Talk	Practice/Application: ☐ Hands-On☐ visual☐ Adapted content☐ Focus on Language☐ Productive Talk	Supports: □Sensory □Graphic □Interactive		Format: ☐ Individual ☐ Group ☐ Written ☐ Oral DOK: ☐ 2 skill/concept ☐ 3 Strategic ☐ 4 extended	

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Language Level	Reading Activity:	Writing Activity:	Strategies:	Key terms/language structures	Assessment	
Entering (1.0-1.9) Scaffolding: Modeling Guided Independent Combined	Practice/Application: ☐ Hands-On☐ visual☐ Adapted content☐ Focus on Language ☐ Productive Talk	Practice/Application: ☐ Hands-On☐ visual☐ Adapted content☐ Focus on Language ☐ Productive Talk	Supports: □Sensory □Graphic □Interactive		Format: □Individual □Group □Written □Oral DOK: □2 skill/concept □3 Strategic □4 extended	
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