**Integrated ELA/ENL Unit Planner**

Use this outline to begin planning for developing students’ vocabulary and background knowledge, and develop your unit further with Close Reading and Writing.

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| Length of unit (weeks): |  |
| Central text(s): |  |
| Content Objective for Weeks 1 and 2 |  |
| Language Objectives for Weeks 1 and 2 |  |
| Literacy Objectives for Weeks 1 and 2 |  |
| Content Objectives for Weeks 3 and 4 |  |
| Language Objectives for Weeks 3 and 4 |  |
| Literacy Objectives for Weeks 3 and 4 |  |
| MAJOR CONCEPTS students need to understand in order to access this text and  # of lessons devoted to building background knowledge and conceptual vocabulary **PRE-READING at the beginning of the unit** |  |
| What PRE-READING ACTIVITIES are you going to use over the course of your schema-building lessons, both at the beginning of your unit and before each Close Read?  Options:  [**See Think Wonder**](https://youtu.be/qUMZONnAdeo)  [**Concept sort w/pictures**](https://youtu.be/DqtHWvKRdpM)  **Student-created picture glossary** (should be used as a reference throughout the unit)  **Student-created word wall**  **Short videos w/graphic organizer work**  **Concept map w/pictures**  **Map work** (students post or pin things to a map, e.g., students locate the southern U.S. on the map by pinning pictures of where they think the bayou is. Focus question: WHY are bayous located in the south, and not New York?  **Word identification scramble**: Students work in groups to match vocabulary words to a picture (each group has about 10 words with pictures) – can be timed or not.  **Role play**: Students work together to come up with a short skit or scene depicting an event or important aspect of the content.  **Frozen tableau**: Students are given an event or aspect of the content to depict; they come to the classroom and “freeze” into a scene. The class has to discuss what the scene represents and why.  **Field trips**  **Kinesthetic/Tactile objects** |  |

**CLOSE READING WEEK 1**

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| # of lessons devoted to CLOSE READING AND WRITING **Week 1** |  |
| **Week 1 Close Reading Passage #1** |  |
| Passage 1 Focus Questions (based on objectives): |  |
| Passage 1 Additional vocabulary: |  |
| New words for pictionary: |  |
| **Week 1 Close Reading Passage #2** |  |
| Passage 2 Focus Questions (based on objectives): |  |
| Passage 2 Additional vocabulary: |  |
| New words for pictionary: |  |
| Close Reading Strategies for explicit modeling/guided practice |  |

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| # of lessons devoted to CLOSE READING AND WRITING **Week 2** |  |
| **Week 2 Close Reading Passage #1** |  |
| Passage 1 Focus Questions (based on objectives): |  |
| Passage 1 Additional vocabulary: |  |
| New words for pictionary: |  |
| **Week 2 Close Reading Passage #2** |  |
| Passage 2 Focus Questions (based on objectives): |  |
| Passage 2 Additional vocabulary: |  |
| New words for pictionary: |  |
| **Week 2 Close reading Passage #3** |  |
| Passage 3 Focus Questions |  |
| Passage 3 additional vocabulary: |  |
| New words for pictionary: |  |
| Close Reading Strategies for explicit modeling/guided practice |  |

**Formative Assessment Weeks 1 and 2**

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| Students can: |