

Directions: Use the following table to reflect on your prior or current unit (or the past year!) and plan what's next.



Planning and Facilitation Move	Temp Check	Notes and What's Next?
Use the Unit Introduction activities (<i>Unit Video, Mentor Text, Word Wall, Ice Breaker, Goals</i>) for 1-2 lessons to engage students in the unit topic and provide clear purpose for what students will learn across the unit.	☐ Hot ☐ Warm ☐ Cool ☐ Cold	
Read complex, connected literary and informational texts to develop strong content knowledge and scaffold reading comprehension (using knowledge gained from one text to support reading the next). Use the suggested pacing for each text, so students have opportunities to develop strong content knowledge and learn diverse perspectives.	☐ Hot ☐ Warm ☐ Cool ☐ Cold	
Leverage the core routines (Prepare to Read/Read, Build Insight, etc.) in sequence, with each text, to spiral experiences with standards and scaffold grade-level text -- rereading with varied oral and written tasks deepen reading comprehension.	☐ Hot ☐ Warm ☐ Cool ☐ Cold	
Provide time for students to develop Action Plans with related learning strategies for the 3-part unit structure: <i>Whole Class, Peer Group, and Independent Learning</i> . Regularly reference these Action Plans at the end of lessons to reflect on and enhance independence.	☐ Hot ☐ Warm ☐ Cool ☐ Cold	
Use the Planning Pages to effectively prepare to teach each text: (1) determine a clear purpose for reading, talking, and writing; (2) learn how routines support what makes different texts complex; and (3) identify formative assessments to expand access to each task.	☐ Hot ☐ Warm ☐ Cool ☐ Cold	
Foster Student Engagement with routine and task by including opportunities for students to collaborate with different peers, debate, co-construct written and spoken responses, teach one another, and use multisensory resources.	☐ Hot ☐ Warm ☐ Cool ☐ Cold	
Facilitate student agency with the two Performance Tasks and the Performance-Based Assessment so they leverage spoken and written communication to convey their informed perspective on the unit topic, Essential Question, and unit texts.	☐ Hot ☐ Warm ☐ Cool ☐ Cold	