Unit Title: **Type your unit title here – color code with your unit color** Activity Plans: **Type your Activity Plans title here**

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| **Activity Standards: Once filled in with the learning progression these can be printed, cut apart and linked to the learning for the day/week as an assessment rubric**  *Include full standard statements or abbreviations below – Highlight, bold, underline or italicize if only part of the standard is targeted (remember you must include the full range of extended standards-do not pick and choose)* | | | |
| **Learning Progression** | | | |
| **Deconstructed General Standard Zone** | **OLS-E Zone** | **Building the Base Zone** | **Engagement Zone** |
| * Add your general standard(s) here | * Add the extended standards here | * Add the base skills here | * Add engagement skills here |
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| **2. Instructional Outline**  *(this plan may span multiple days or weeks – as long as it takes to assess and teach standards outlined above)*  Instructional Timeline/Outline *(includes planning for direct instruction, work groups, small group instruction/guided practice, independent practice, re-teach, Tier’s I and II*  Week I:  Day 1 - Pre-assessment  Introduction/priming *(present problem, project, vocabulary, etc.)*  Day 2 -  Day 3 -  Day 4 -  Day 5 -  Week 2: Formative Assessment Checkpoint (Student progress monitoring using the learning progression)  Day 1 -  Day 2 -  Day 3 -  Day 4 -  Day 5 -  Week 3: Formative Assessment Checkpoint (Student progress monitoring using the learning progression)  Day 1 -  Day 2 -  Day 3 -  Day 4 -  Day 5 -  Week 4: Formative Assessment Checkpoint (Student progress monitoring using the learning progression)  Day 1 -  Day 2 -  Day 3 -  Day 4 -  Day 5 - | | | |
| **3. Providing Access** | **Designing to the Edges**  **Tip-to-tip** | | |
| The items below can be students specific or level specific | Universal Access  Universally Accessible Features: Tools, Supports, Environments | Activity Specific  Flexible Access/Choice  Multiple Means/Differentiated Tools | Student Specific Supports/Services/AT  (add student initial or code here to identify student specific/individualized features or SDI) |
|  | **Student Specific Supports and Services across the Tiers aligned to this lesson:**  *(Should be pulled from the IEP, reading improvement plan, gifted plan, 504 Plan, behavior plan, ELL plan, diverse learner profile, etc.)*  *-Assistive Technology*  *-Instructional strategies*  *-Environmental adaptations*  *-Features (24pt font size, fuzzy tactile, 4 choices, raised surface, etc.)* | | |
| **Assessment: Pre/Post**   * Work sample-with √ list, rubric or notes * Captioned photo(s) * Video tape – **with data sheet** * Benchmark assessment * Diagnostic measure - Specific Skill Targeted:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Audio recording – **with data sheet** * Test/Quiz -**accessible** * √ list –task analysis * Student Growth Measure formatted like AA * Rubric – with Learning Progressions * Other |  |  | Student Initial: |
| **Aligned IEP/RIMP goals/objectives** | Student Initial + Goal/Objective: | | |
| **Teaching Materials/Instructional Materials:**   * Instructional Strategies * Instructional Technologies * Curricular Resources * Evidence-based Practices * Online materials |  |  | Student initial: |
| **Student Materials/Participation Materials:**   * Links to online information/tools * Manipulatives * Templates/graphic organizers * Visuals * Social supports * Executive function supports (time management, organization, etc.) * Learning tools (microscopes, scissors, maps, books, protractors, word/sound wall, etc.) |  |  | Student Initial: |
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| **Notes, reflections, unforseen barriers, thoughts, ideas:**  **Scaffolds provided during learning:**  **(add learner specific notes for review and replacement tools/teaching for independence)** | | | |