**ELA Unit Plan Template** *ACLS & SABES ELA C&I PD Center, rev. January 2022*

*adjust for space and delete commentary as needed* [*https://www.sabes.org/pd-center/ela*](https://www.sabes.org/pd-center/ela)

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| Program: | Class/Instructional Level, GLE Range: |
| Author(s): | Date Last Revised: |

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| **PART 1: OVERVIEW**  *(This part is duplicated on the Scope & Sequence for this level.)* | |
| **UNIT TOPIC/TITLE**   * *Frame titles around topics relevant to adults and related to other content areas (e.g., civics/current events/social studies, science and technology, health, literature, workforce preparation, etc.).* * *Aim for a pithy topic-related title that can be remembered and used by teachers when referring to the unit.* |  |
| **TIME**   * *Indicate the estimated # of hours (and weeks) required to complete the unit.* |  |
| **RATIONALE**   * *Explain why this unit is important for adult learners (e.g. how it relates to typical goals of learners at this level).* |  |
| **ESSENTIAL QUESTIONS (optional)**   * *Include “open-ended, thought-provoking and intellectually engaging questions that call for higher-order thinking.”* |  |
| **UNIT OUTCOME / CULMINATING ASSESSMENT**   * *Describe, in a few sentences, the desired outcome, focusing on the central texts and end products students will use to show their ELA learning (and understanding of the content topic).* * *When possible, include one or more authentic performance task(s).* | *Suggested Template:*  Students will read/analyze/listen to [**what kinds of texts?]** in order to [**advance their thinking in some way related to SS/Science/Career topic**]…  Students will show their learning by creating/writing/presenting [**end product/project**].  [NOTE: The end product should require the application of the ELA skills being taught.] |
| [**PRIORITY ELA STANDARDS**](https://www.sabes.org/content/ccr-standards-ela)   * *List only the ~3-5 level-specific CCRSAE-ELA standards that will be explicitly taught and assessed.* * *Include standards from across the Reading, Writing, Speaking/ Listening, and Language domains.* | [Use shorthand for the standards in addition to the notation, so that the user doesn’t have to look them up.] |
| [**KEY STUDENT MATERIALS**](http://sabes.org/content/text-levels-sets-and-complexity)   * *List authentic and relevant resources (texts, videos, websites, podcasts…) that students will read, listen to, or view.* * *Include digital sources and attend to representations of different cultures and perspectives.* * *Provide text complexity levels.* * *Include texts with lower and higher text complexity levels to support differentiation.* |  |

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| **PART 2: IN-DEPTH VIEW** | |
| **UNIT OBJECTIVES** | **ASSESSMENT OF OBJECTIVES** |
| * *These should align with the Priority ELA Standards.* * *Include objectives for both* ***ELA Skills*** *(directly correlated to the leveled priority standards) and* ***Content Knowledge*** *(related to science, social studies, literature, careers, etc.).* * *Add rows as needed.* | * *Consider how teachers will capture evidence for each objective.* * *How will each objective be assessed through the culminating assessment mentioned in Part 1? (e.g., paper, project, problem, presentation)* * *(Optional) Attach evaluation tools (e.g., rubrics, checklists) or provide other guidance for teachers.* |
| ***By the end of this unit, students will be able to:*** |  |
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| **KEY VOCABULARY**   * *Include academic words or phrases (****Tier 2****) and key content terms (****Tier 3****), unless teachers are expected to add these at the lesson plan level. Consider that each set of words will require multiple days of practice.* |
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| **LENSES**   * *Include brief clarifications for how the unit addresses each MA priority lens, providing further recommendations for lenses not transparently addressed in other sections of the unit plan.* |
| Evidence-Based Instruction (including EBRI):  Culturally Responsive Teaching:  Differentiation (especially for English learners and students with learning disabilities):  Digital Literacy and Technology: |
| **ADDITIONAL RECOMMENDATIONS**   * *Include guidance for formative assessments and other texts/resources not included in the Key Student Materials section in Part 1.* * *What else do teachers need to know? Add these here as well!* |
| Suggestions for Formative Assessments:  Suggestions for Additional Texts/Materials/Resources: |
| **SUGGESTED SEQUENCE OF LESSONS[[1]](#footnote-1)**   * *Provide a brief overview of what the focus of each lesson would be, as envisioned by the unit developers.* |
| **Lesson 1**:  **Lesson 2**:  **Lesson 3**:  *(etc.)* |

*See* ***Review Guide: ELA Unit Plan*** *for important questions to address. (*[*https://www.sabes.org/pd-center/ela*](https://www.sabes.org/pd-center/ela)*)*

1. Recommended: Include **Sample Lesson Plans** as part of the Unit Plan. These can be developed over time. [↑](#footnote-ref-1)