**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.*
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| **TIME*** *Indicate the estimated # of hours (and weeks) required to complete the unit.*
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| **RATIONALE** * *Explain why this unit is important for adult learners (e.g. how it relates to typical goals of learners at this level).*
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| **ESSENTIAL QUESTIONS (optional)*** *Include “open-ended, thought-provoking and intellectually engaging questions that call for higher-order thinking.”*
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| **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.*
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| ***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.*
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| 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!*
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| 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)