**Review Guide: ELA Unit Plan**

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| **Program** |  | | |
| **Unit Title** |  | **Class Level / GLE Range** |  |
| **Reviewer(s)** |  | **Review Date** |  |

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| **THE BASICS** | **COMMENTS/NOTES** |
| **Standards-Based Teaching**   * Is the unit built around ~3-5 level-appropriate [CCRSAE-ELA Standards](https://www.sabes.org/content/ccr-standards-ela)? (Secondary/supporting standards are optional.) * Does the unit include a mix of Reading, Writing, Speaking & Listening, and Language standards? * Are the ~3-5 priority ELA standards, unit objectives, and unit outcomes/culminating assessments clearly connected? * Does the unit provide opportunities for teachers to (1) engage students with complex text/academic language, (2) focus on evidence, and (3) build knowledge? (three instructional shifts) * Do the assessments described assess the priority ELA standards and the unit objectives upon which the unit is built? * Are there a variety of assessments (both formative and summative) used in the unit? Are expectations for performance articulated appropriately (e.g., through rubrics, checklists)? |  |
| **Student Materials**   * Are an ample number of texts/resources included, with options for students at different reading levels? * Are [text complexity and readability levels](https://sabes.org/content/text-levels-sets-and-complexity) provided for each text? Are the texts at an appropriate level for the stated GLE range? * Are the texts relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the unit objectives? * Are authentic texts included? * Is it clear how each resource relates to the unit (e.g., addresses content area topic, provides opportunity to develop/apply the targeted ELA skills)? |  |
| **Usability**   * Is the name of the program level included on the unit, as well as the corresponding GLE range? * Are all the expected components from the ELA Unit Plan Template present? * In the time allowed, does it seem reasonable to expect teachers to be able to introduce the unit, provide scaffolded instruction in ELA skills, build content knowledge, and complete related projects/papers? * Is there a balance of structure/support for the teacher and flexibility/respect for their professional judgement? |  |

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| **THE LENSES** | **COMMENTS/NOTES** |
| **Contextualization and Relevance**   * Do unit topics represent real-life contexts in which ELA skills are used by adults (e.g., civics/current events, health, financial literacy, workforce preparation, parenting)? * If separate classes are not provided for content areas (e.g. social studies, science, workforce preparation), does this unit build knowledge in one of those areas? * For ASE-levelstudents who do not have separate social studies or science classes: Does the unit topic relate to topics students will see on the HiSET/GED or in their next steps? * Are there opportunities for learners to apply the targeted ELA skills/standards in a real-life task? (Look especially for projects and/or problem-based tasks.*)* * Do tasks engage learners in problem-solving and critical thinking? * Are tasks worth the time involved? Do any need to be streamlined? |  |
| **Evidence-Based Instruction (including EBRI)**   * Is vocabulary instruction included, with a focus on Tier 2 words (as well as key Tier 3 words related to the content area topic)? Is it clear that teachers should provide practice in the same set of words over multiple lessons/the unit? * For [**beginning reading**](https://www.sabes.org/content/guide-ccrsae-ELA-AB) **levels** (CCRSAE Levels A-B): Is instruction in phonemic awareness, word identification skills, and fluency [addressed/prompted](https://www.sabes.org/content/guide-ccrsae-ELA-AB) and tied to diagnostic assessments? * For **intermediate reading levels** (CCRSAE C-D): Are suggestions or directions provided for word analysis and fluency instruction, as needed, based on diagnostic assessments? * Are writing activities appropriately supported with strategy instruction and/or opportunities to draft, revise, edit, and publish/present student-generated text? * Is it clear that students will be explicitly taught the target ELA skills, with scaffolding provided (e.g., “I do,” “We do,” “You do”)? |  |
| **Differentiated Instruction**   * Are there adequate supports to help teachers differentiate instruction to meet the needs of individual learners, including English learners and those with learning disabilities? * Are students given choice/agency in how they engage with learning and demonstrate progress (e.g., options related to content, product, process)? |  |
| **Culturally Responsive Teaching**   * Are students invited to connect content to their own lives and to what they already know? * Do the student and teacher resources include authors, images, and ideas from more than one perspective and/or culture? * Are the cultural representations and/or different perspectives included in the unit fair and accurate? Are stereotypes avoided? * Does the unit promote civil discourse to share different points of view, supporting claims with evidence? * Do activities draw on or connect with students’ linguistic, cultural, experiential, and interpersonal assets? |  |
| **Digital Literacy and Technology**   * Do students do at least one of the following in the unit:   + Find and/or read digital texts?   + Use digital tools to organize their learning/tasks?   + Evaluate the validity of online sources?   + Use digital tools to create and present products (e.g., papers, presentations, graphics)? * Are there prompts and supports for teachers to teach the relevant pieces above? * Do teachers have access to the technological tools required in the unit? |  |

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| **Other Comments** |
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