**ESOL Unit Plan: Review Guide**

The purpose of this review guide is three-fold:

1. to support program staff in writing cohesive, coherent unit plans

2. to help programs revise their unit plans with the goal of continuous improvement

3. to guide programs and teachers in creating exemplary unit plan models for others to follow

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

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| **THE BASICS** | **COMMENTS/NOTES** |
| **Unit Overview**   * Is the **unit topic** relevant and meaningful to learners? * Does the **unit goal** reflect what students will know and understand from the unit? Is it a broad statement of what they will “understand,” “learn about,” “become familiar with,” etc.? * Does the **rationale** explain why this is an important goal and why you are including it in your curriculum? * Does the **outcome/culminating assessment** describe an observable project, product, or performance demonstrating how students will use the language they have learned in the unit? * Is the **time allotted** realistic for teachers to introduce the unit, provide scaffolded and differentiated instruction as well as for students to complete the culminating task?   **Standards-Based Teaching**   * Are there ~ 3-5 **MA ELP standards and benchmarks** that are clearly connect to the unit goal and outcomes? * Does the unit integrate standards from the Reading, Writing, and Speaking & Listening strands? * Does the unit include standards from the Civics and/or Navigating Systems strands, if applicable? * Are the standards and benchmarks appropriate for students at this level? * Does the unit provide opportunities for students to (1) engage with complex text/academic language, (2) focus on evidence, and (3) build knowledge?   **Student Materials**   * Is there a variety of resources, including written, oral, and digital texts that go beyond the use of ESOL textbooks? * Do the materials reflect the diversity of learners’ cultures, including authors from learners’ countries of origin? * Are the texts at an appropriate level for the stated SPL range? * Are authentic texts and realia included (e.g., medical brochure, website, bus schedule, menu, map, online job application)? * Do the materials include complex texts through which learners gain content knowledge as well as language skills? * Is it clear how each resource relates to the unit (e.g., addresses content area topic, provides opportunity to develop/apply the targeted language skills?)   **Essential Questions**   * Do the essential questions require more than a yes/no or simple factual response? * Are they likely to promote deep thought, lively discussion, inquiry, and more questions? * Will they spark meaningful connections with students’ prior learning and experiences?   (For example: *Why is a community important? How do we form and shape our identities?)*  **Objectives**   * Do the objectives begin with an action verb to show what students will be able to do? Are they measurable? * Are they clearly not activities? (e.g., *students will listen to a recording* is an activity; *students will explain the main idea of a recording* is an objective) * Are there both language and content objectives? (e.g., L*anguage Objective*: S*tudents will ask for and provide information about their work experiences using present-perfect and simple past verb tenses; Content Objective: students will describe (in writing) the skills, experience, and education required for selected jobs)* * Do the objectives include digital literacy skills, i.e., using technology to find, evaluate, organize, create, and communicate information? (*e.g., Students will peer edit writing using shared Google documents)* * Are the objectives clearly connected to the unit goal, unit outcome, and the selected MA ELPS benchmarks and assessments?   **Assessments**   * In addition to the summative assessment of the culminating task, are there other assessments that: * measure the objectives and the priority benchmarks? * provide information about the extent of student learning throughout the unit? * clearly communicate expectations to students? * provide students with information about their progress? * Do the assessments include clear criteria for measuring success? (e.g., via rubrics, checklists, quizzes) * Are student self-assessments included?   **Key Vocabulary and Grammar**   * Are the targeted vocabulary and grammar clearly aligned to the unit goals, objectives, and priority standards and benchmarks?   **Suggested Sequence of Lessons**   * Is the sequence an outline that indicates the focus of each lesson in a logical, sequential format that progresses to the unit goal? |  |
| **THE LENSES** | **COMMENTS/NOTES** |
| **Contextualization**   * Are language skills taught in contexts that reflect real-life situations? * Are there opportunities in the unit for learners to practice and apply the targeted skills/standards in communicative tasks? (e.g., projects and/or problem-based tasks; role-plays) * Does the unit topic reflect the diverse identities, goals, and needs of learners at this level?   ***Examples****:*   * *In a unit on health, students can practice the language needed to communicate with a doctor (e.g., describing symptoms, asking for advice); learn how to navigate the healthcare system in the U.S. (e.g., applying for insurance, choosing a provider), and compare cross-cultural medical norms.* * *In a unit on community services, students use digital resources, online maps, and complex content and vocabulary while learning practical information.* |  |
| [**Culturally Responsive and Sustaining Teaching**](https://www.doe.mass.edu/rlo/acls/esol-prof-standards/index.html#/)   * Are students invited to connect content to their own lives and to what they already know? * Do the 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 accurate? Are stereotypes avoided? * Does the unit promote civil discourse to share different points of view? * Does the unit draw on students’ linguistic, cultural, experiential, and interpersonal assets? * Do the unit outcomes, objectives, and tasks engage learners in higher-order thinking, problem-solving and critical thinking? * Are the materials complex in content and language? * Are students learning content from informational texts and/or being asked to cite evidence from a text?   ***Examples:***   * *In a unit on current events from students’ countries of origin, students can be asked to provide or suggest resources and present on the topic.* * *A unit on any aspect of U.S. culture can include comparisons to other cultures, including underrepresented cultures within the U.S.* * *A unit on debating will help learners develop skills in oral and written communication, critical thinking, research, organization, and presentation, while giving them opportunities to learn others’ points of view and engage in challenging conversations.* |  |
| **Differentiated Instruction**   * Are there adequate supports to help teachers differentiate instruction to meet the needs of individual learners, including those at the beginning level, those with low literacy, and those with learning differences, difficulties, and disabilities? * Are students given a choice in how they engage with learning and demonstrate progress (i.e., are there options for students regarding the unit content, product, and process)?   ***Examples:***   * *A unit on community resources can include visuals and print materials, and students can select the community resource they want to research and whether they want to create a brochure or give a presentation.* * *In a unit on career exploration, learners can focus on their own career interests, working independently or with classmates with shared interests. The teacher can provide options (e.g., scaffolds, resources at various reading levels, choices for final products) for researching jobs, completing job applications, and/or writing a resume.* |  |
| **Digital Literacy and Technology**   * Do students do at least one of the following in the unit:   + Find information in digital texts?   + Use digital tools to organize information?   + Collaborate with others through shared digital tools?   + Evaluate the validity of online sources?   + Use digital tools to create and present products (e.g., papers, presentations, graphics)? * Are there prompts and supports in the unit for teachers to use to teach the tasks above? * Is the unit clear about the technological tools needed by the teacher and students? (e.g., access to internet, Gmail accounts, Zoom accounts) * Are there opportunities and support for students to engage in independent learning through distance learning tools outside of class-time (e.g., EdGen, Burlington English, Newsela, Quill)   ***Examples****:*   * *Teachers integrate a distance learning tool into class time and assign extension activities for learners to do independently outside of class.* * *Students use a class website to access materials and assignments, link to other resources and activities, and join virtual class sessions.* * *A unit can integrate instruction on Excel through which students learn how to record and organize data, perform mathematical functions, create graphics, at the same time developing the language proficiency needed for these tasks.* |  |
| **Other Comments** | |
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