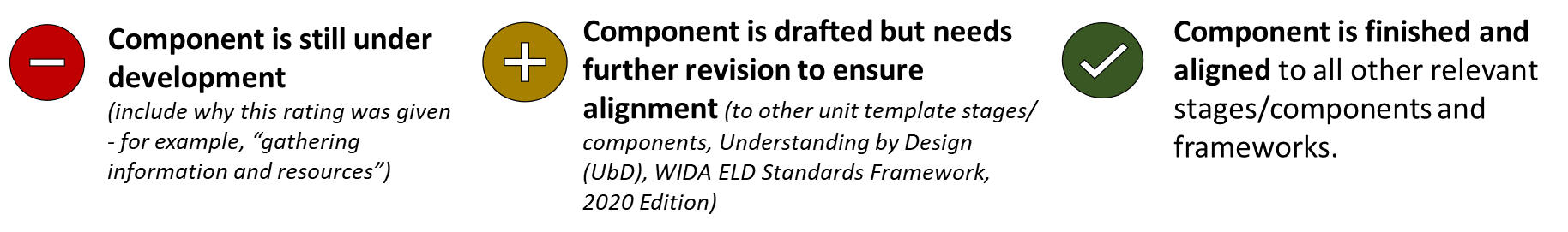
This annotated self-check resource is designed to prompt educators to engage in collaboration and continuous exploration of each component of the Next Generation ESL Unit Planning Template and Thinking Process as they develop units.

Educators can use this tool to:

* Identify components of the unit plan that need development or further revision - to inform next steps
* Ensure alignment of all components within the unit as well as connections to relevant frameworks (WIDA English Language Development Standards Framework, 2020 Edition and Massachusetts Curriculum Frameworks)
* Highlight strengths, remaining issues or concerns, and/or areas for improvement throughout the planning process

The tool includes each key component of the Unit Template, a rating system to help identify the level of completion for each component, and space to indicate relevant notes and/or comments for future work. Educators can follow this process as they use the tool:

1. Review their lesson plan alongside the tool using criteria on the first column.
2. Assign the appropriate rating for each component to track their current level of development on the second column:



1. Write down additional thoughts on the Notes/Comments column.

**Unit Development Self-Check Tool**

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| **UNIT OVERVIEW** | | |
| *Criteria* | *Rating* | *Notes/Comments* |
| 1. Unit includes a **title** as well as **target English language proficiency level(s)** and **grade band(s)**. |  |  |
| 1. Unit summary includes **WIDA ELD Standards addressed, Focus Language Goals (FLGs), and content connections**. |  |  |
| 1. Unit summary includes the **overarching language (knowledge, skills, structures, etc.) students will be able to use** because of their learning throughout the unit. |  |  |
| 1. Unit includes a **Table of Contents**. |  |  |

**outline**

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| **STAGE 1: Desired Results** | | |
| *Criteria* | *Rating* | *Notes/Comments* |
| 1. Unit **Focus Language Goals (FLGs) were designed using the English Learner Collaboration Tool and** focus on language development in the context of academic and analytical practices. |  |  |
| 1. Salient content connections are **prioritized** and only content standards that are explicitly addressed in the unit are listed. |  |  |
| 1. Unit includes **Transfer** goals. Transfer goals include the WIDA ELD Standards Framework, 2020 Edition **Standards Statements** students will build towards throughout the unit. |  |  |
| 1. Unit Understandings are **aligned** with the Focus Language Goals, WIDA ELD Standards Framework, 2020 Edition components, and salient content connections. |  |  |
| 1. Unit **Understandings related to language have been listed first**, followed by those related to theme/topic. |  |  |
| 1. Unit Essential Questions are **thought-provoking** - fostering inquiry, meaning-making, and opportunities to use language meaningfully. |  |  |
| 1. Answers to Essential Questions are **connected** to unit Understandings and the context for language use. |  |  |
| 1. Unit identifies **Knowledge students will gain** by the end of the unit. This knowledge supports students progressing towards meeting expectations reflected in the Focus Language Goals (FLGs). |  |  |
| 1. Unit prioritizes language features from the **discourse dimension** that students will know by the end of the unit. |  |  |
| 1. Unit prioritizes language features from the **sentence dimension** that students will know by the end of the unit. |  |  |
| 1. Unit prioritizes language features from the **word/phrase dimension** that students will know by the end of the unit. |  |  |
| 1. Unit identifies language **Skills** **and processes students will be able to demonstrate** by the end of the unit. Skills listed supports students progressing towards meeting expectations reflected in the Focus Language Goals (FLGs). |  |  |
| 1. Unit includes **explicit and inferred language Skills** students will be learning during the unit. |  |  |
| 1. **Knowledge** and **Skills** listed have been **cross-checked** to ensure students have opportunities to learn Skills related to Knowledge listed and vice versa. |  |  |
| **STAGE 1 Alignment Check:** Transfer goals, Understandings, Essential Questions, Language Knowledge and Skills are aligned to/reflect unit Focus Language Goals (FLGs). |  |  |
| **STAGE 2: Evidence** | | |
| *Criteria* | *Rating* | *Notes/Comments* |
| 1. Unit includes **Evaluative Criteria** that allow students to demonstrate mastery of Focus Language Goals (FLGs) and to guide evidence of learning to be collected throughout the unit. |  |  |
| 1. Unit Curriculum Embedded Performance Assessment (CEPA) **reflects all Focus Language Goals** (FLGs), **ties into Knowledge and Skills**, and **relates them to a real-world context**. |  |  |
| 1. Unit Curriculum Embedded Performance Assessment (CEPA) provides an opportunity for students to demonstrate enduring **Understanding/s** (meaning-making and transfer) through complex performance. |  |  |
| 1. Unit Curriculum Embedded Performance Assessment (CEPA) **includes performance indicators as needed** based on students’ English language proficiency levels. |  |  |
| 1. Unit identifies **ongoing formative assessment strategies** that will be used to check for student understanding and language use in relation to goals established in Stage 1. |  |  |
| 1. Unit formative assessment strategies include opportunities for educators to **provide oral and written descriptive feedback** to students, **opportunities for students to self-asses** and to give and receive feedback from peers, and for educators and students to **evaluate whether feedback** is **effective**/helpful in helping students move their learning forward. |  |  |
| 1. Unit Curriculum Embedded Performance Assessment (CEPA) measures **expressive and interpretive modes of communication**. |  |  |
| **STAGE 2 Alignment Check:** Evaluative Criteria, CEPA, and Other Evidence are aligned to/reflect unit Focus Language Goals (FLGs) and Stage 1 components. |  |  |

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| **STAGE 3: Learning Plan** | | |
| *Criteria* | *Rating* | *Notes/Comments* |
| 1. Unit identifies **Sociocultural Implications** (such as cultural nuances, and multiple ways students may express knowledge and skills in the standards) and ways to attend to them throughout the unit. |  |  |
| 1. Summary of Key Learning Events lists each lesson’s **number, title, and language objective(s).** |  |  |
| 1. Lesson Summaries state how students will be **using language**, **what students will be doing and why,** and **connect to Stages 1 and 2.** |  |  |
| 1. Lesson Summaries showcase **explicit teaching** of **language Knowledge and Skills** building blocks that students will need to learn to meet the unit’s Focus Language Goals (FLGs). |  |  |
| 1. Lesson Summaries show that lessons **build on each other logically and are well-sequenced** to promote language growth and meaning-making (preparing students to successfully demonstrate learning through unit assessments). |  |  |
| 1. The instructional sequence providesstudents **ample practice with academic language** Knowledge and Skills and helps them **build** [**depth of knowledge**](https://www.berlinschools.org/UserFiles/Servers/Server_664795/File/District/English%20Learners/2018-19/ELLs_DOK_levels.pdf) over the course of the unit. |  |  |
| **STAGE 3 Alignment Checks:**   1. All Stage 1 Focus Language Goals, Transfer goals, Understandings, Essential Questions, Knowledge, and Skills are addressed throughout lessons. If there are any Stage 1 components not reflected or explicitly practiced in the instructional sequence, lesson plans were reviewed to address missing pieces or gaps. |  |  |
| 1. Ask: *“Could students do all of the learning in Stage 3 but not really be ready to transfer their learning as required in Stage 2?”*If the answer is yes, lesson plans were reviewed to ensure students will have appropriate opportunities to learn and be ready to transfer learning. |  |  |