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**REVIEW GUIDE: ELA Unit Plan**

The purpose of this review guide is three-fold:

* To support program staff in **writing robust and cohesive unit plans** that address [DESE priorities for curriculum and instruction](https://sabes.org/content/priority-lenses-ela-curriculum-instruction/ela-sabes-english-language-arts-curriculum) (items with a \* reflect these priority lenses)
* To help programs revise their unit plans with the goal of **continuous improvement**
* To guide programs and teachers in **creating exemplary unit plan models** for others to follow

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

***Check the box only if the answer to the question posed is "yes." Unit designers are encouraged to see the resource*** [*Design Tasks & Resources for ELA Unit Planning*](https://docs.google.com/document/d/1y5cJAdzecIOEsY-kd4xuC5VMiMqB57u-kX6R-j_N9VI/edit?tab=t.0) ***for any boxes not checked.***

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| **PART 1: OVERVIEW***This section covers most of Part 1 of the* [*unit plan template*](https://docs.google.com/document/d/1zosx7jKsEt27BZ7XYxIajM__L529_FaCAvWu_sPn5gk/edit?tab=t.0) *and* *draws primarily from the following priority lenses:* | **COMMENTS/NOTES** |
| \*[Contextualization & Relevance](https://www.sabes.org/content/ela-lens-contextualization-and-relevance/ela-sabes-english-language-arts-curriculum)\*[Culturally Responsive Teaching](https://www.sabes.org/content/ela-lens-culturally-responsive-teaching/ela-sabes-english-language-arts-curriculum) | \* [CCRSAE & Standards-Based Teaching](https://www.sabes.org/content/ccrsae-and-standards-based-teaching/ela-sabes-english-language-arts-curriculum-instruction)\* [Assessment](https://sabes.org/content/ela-lens-assessment/ela-sabes-english-language-arts-curriculum-instruction-pd-team) |
| **UNIT TOPIC/TITLE**[ ]  Does the unit topic represent a **real-life/**[**authentic**](https://docs.google.com/document/d/18eY0fR14rvkFX4QpE8ehUraPNOP4rq0V8EfPr67S5_M/edit?tab=t.0) **context** in which ELA skills are used by adults (e.g., civics/current events, health, financial literacy, workforce preparation, parenting; see [TSTM](https://www.doe.mass.edu/acls/frameworks/tstm.html))?[ ]  Does the unit topic reflect the diverse identities, goals, and needs of learners at this level? Will they see it as **relevant**?[ ]  If separate classes are not provided for content area instruction (e.g. social studies, science, workforce preparation, financial literacy), does this unit **build knowledge** in one of those areas? (For ASE students: Does the unit topic relate to topics students will see on the HiSET/GED or in their next steps?) |  |
| **RATIONALE & ESSENTIAL QUESTIONS**[ ]  Does the **rationale** effectively explain why the topic and ELA skills are  important for adults to learn, referencing real-life experiences and practical applications of ELA skills?[ ]  Do **essential questions** address the unit topic, require more than a yes/no or simple factual response, and promote deep thought, lively discussion, and more questions? |  |
| **UNIT OUTCOME/CULMINATING ASSESSMENT**[ ]  Does the unit outcome/culminating assessment use the [sentence stems](https://docs.google.com/document/d/1SFKh_dYEOo0yepG2FDI7LWfq-ZE3_jdYERJtVZ_SpKU/edit?tab=t.0) on the unit plan template and describe an **observable** project, product, or performance through which students demonstrate their learned **ELA skills**?[ ]  Does the culminating assessment reflect **real-life/**[**authentic**](https://docs.google.com/document/d/18eY0fR14rvkFX4QpE8ehUraPNOP4rq0V8EfPr67S5_M/edit?tab=t.0) **adult tasks**, engaging learners in problem-solving, inquiry, and critical thinking?[ ]  Are students likely to find the culminating assessment relevant to their **life** **and goals**?[ ]  Are tasks worth the **time** involved?  |  |
| **PRIORITY ELA STANDARDS**[ ]  Is the unit built around a **realistic** **number** (~3-5) of priority [CCRSAE-ELA](https://www.sabes.org/content/ccr-standards-ela/ela-sabes-english-language-arts-curriculum-instruction-pd-team) [Standards](https://www.sabes.org/content/ccr-standards-ela/ela-sabes-english-language-arts-curriculum-instruction-pd-team), at the appropriate level? (Secondary standards are optional.)[ ]  Are all the priority standards **related to the culminating assessment**? [ ]  Does the unit include a **mix o**f **Reading**, **Writing**, **Speaking & Listening**, and **Language** standards? Are **Reading Foundation** standards included for CCRSAE levels A-D?[ ]  Does the unit provide opportunities for students to (1) engage with **complex** **text/academic language**, (2) focus on **evidence**, and (3) build **knowledge**? ([three instructional shifts](https://www.sabes.org/sites/default/files/resources/FOCUS%20on%20THE%20TEXT.pdf)) |  |
| **KEY STUDENT MATERIALS**[ ]  Is there a **variety** of resources, including written, audio, video, and digital texts, that go beyond the use of textbooks? [ ]  Are[**text complexity/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**](https://www.sabes.org/content/finding-texts-adult-learners/ela-sabes-english-language-arts-curriculum-instruction-pd-team),culturally responsive, and useful for building knowledge and achieving the unit objectives?[ ]  Are [**authentic**](https://docs.google.com/document/d/18eY0fR14rvkFX4QpE8ehUraPNOP4rq0V8EfPr67S5_M/edit?tab=t.0) 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)? |  |

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| **PART 2: IN-DEPTH VIEW***This section covers Part 2 of the unit plan template.* | **COMMENTS/NOTES** |
| **UNIT OBJECTIVES/ASSESSMENT** **(\***[**CCRSAE & Standards-Based Teaching**](https://www.sabes.org/content/ccrsae-and-standards-based-teaching/ela-sabes-english-language-arts-curriculum-instruction)**/\***[**Assessment**](https://sabes.org/content/ela-lens-assessment/ela-sabes-english-language-arts-curriculum-instruction-pd-team)**)**[ ]  Are the unit objectives and assessments mentioned in PART 2 of the unit plan template **clearly connected/aligned** to the priority ELA standards and culminating assessment mentioned in PART 1? (See [alignment chart](https://docs.google.com/document/d/1m7MTQiLvJDNIqso-eita6J7uaKyGHhJGjAQ1TaZs14M/edit?tab=t.0).)[ ]  Is it clear that the focus of the objectives and the assessments is primarily **on ELA skills**, not (just) content knowledge? [ ]  Are there a **variety** of [formative and summative assessments](https://sabes.org/content/ela-lens-assessment/ela-sabes-english-language-arts-curriculum-instruction-pd-team)included, with expectations for performance clearly communicated to students (e.g., through rubrics, checklists)? |  |
| **PRIORITY LENSES** |
| **\***[**Culturally Responsive Teaching**](https://www.sabes.org/content/ela-lens-culturally-responsive-teaching/ela-sabes-english-language-arts-curriculum)[ ]  Are students invited to **connect** **content and skills** 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?[ ]  Do activities draw on or connect with students’ **linguistic, cultural,** **experiential, and interpersonal assets**?[ ]  Does the unit promote **civil discourse** by inviting learners to share different points of view and to support their claims with evidence?  |  |
| **\***[**Differentiated Instruction**](https://www.sabes.org/content/ela-lens-differentiation/ela-sabes-english-language-arts-curriculum-instruction-pd-team)[ ]  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)? |  |
| **\***[**Digital Literacy and Technology**](https://www.sabes.org/content/ela-lens-digital-literacy-technology/ela-sabes-english-language-arts-curriculum-instruction)[ ]  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? |  |
| **\***[**Evidence-Based Instruction**](https://sabes.org/content/ela-lens-evidence-based-instruction/ela-sabes-english-language-arts-curriculum-instruction) **(including** [**EBRI**](https://sabes.org/content/evidence-based-reading-instruction-ebri/ela-sabes-english-language-arts-curriculum)**)**[ ]  For [***beginning reading levels*** (CCRSAE Levels A-B)](https://www.sabes.org/content/teachers-guide-ccrsae-level-and-level-b-adult-learners/ela-sabes-english-language-arts): Is instruction in phonemic awareness, word identification skills, and fluency addressed/prompted and tied to diagnostic assessments? [ ]  For ***intermediate reading levels*** (CCRSAE Levels C-D): Are suggestions or directions provided for word analysis and fluency instruction, as needed, based on diagnostic assessments?[ ]  Is ***vocabulary*** instruction included, with a focus on [Tier 2 words and on key](https://docs.google.com/presentation/d/1cdeMT2_TLNCtbzm2ewRERh_bHttzF6t0YkgHXNMRkiI/edit%22%20%5Cl%20%22slide%3Did.p2) [Tier 3 words](https://docs.google.com/presentation/d/1cdeMT2_TLNCtbzm2ewRERh_bHttzF6t0YkgHXNMRkiI/edit%22%20%5Cl%20%22slide%3Did.p2) related to the content area topic? Is it clear that teachers should provide practice in the same set of words over multiple lessons in the unit?[ ]  Are ***reading comprehension*** skills and strategies taught, with practice in the same set of skills provided over multiple lessons in the unit?[ ]  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 taught ELA skills with ***explicit, scaffolded*** ***instruction*** (e.g., [“I do,” “We do,” “You do”](https://sabes.org/sites/default/files/resources/GRR.pdf))? |  |

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| **USABILITY OF UNIT PLAN** | **COMMENTS/NOTES** |
| [ ]  Is a logical **sequence of lessons** suggested? Does it prompt scaffolded instruction in the targeted ELA skills, the building of adequate content knowledge, and supporting students in successfully completing the culminating activity?[ ]  Is the time allotted **reasonable**? Where might **streamlinin**g occur?[ ]  Is there a **balance** of structure/support for the teacher and flexibility/respect for their professional judgment?[ ]  Is the **writing and formatting** clear and easy to follow (e.g., effective use of concise language, bullets, etc.)? |  |

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| **Other Comments** |
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