

## FOCUS Reflection: P1.1

**DIRECTIONS:** Read through the Sample ELA Applications for this Indicator. Check the box in the right column if there is content in that row that you want to focus on for future professional development. Highlight text and/or make notes at the end of the form to keep track of specific aspects that interest you.

### Indicator P1.1. Standards-based Units

Designs and/or uses instructional units that align to the CCRSAE and the program's scope and sequence. Academically rigorous units define clear evidence of outcomes and include differentiated learning experiences that enable all students to learn the knowledge and skills defined in state standards.

Sample ELA Applications		
What Effective ELA Teachers KNOW	What Effective ELA Teachers DO	✓ Focus
A. Programs develop instructional units targeting and contextualizing specific ELA standards; they order the units into a logical scope and sequence.	1) Collaborate with colleagues and stakeholders to identify topics important to students at each level ( <i>e.g., related to civics education, culture, health literacy, workforce preparation, financial literacy, social inequities</i> ); use these to contextualize ELA skill instruction within units.  2) Support program efforts to build a scope and sequence that includes and aligns the following for each unit: <ul style="list-style-type: none"> <li>• level-specific CCRSAE-ELA standards to be taught and learned,</li> <li>• the culminating task or project through which students demonstrate their learning, and</li> <li>• key level-appropriate texts to be read.</li> </ul> 3) Support program efforts to ensure and demonstrate that the curriculum develops ELA skills and content knowledge in a logical manner within each level and across levels.	
B. In unit planning, unit-level learning objectives align to the CCRSAE-ELA level-specific standards and guide instruction and assessment.	1) Write measurable unit-level learning objectives that align with the CCRSAE level-specific standards and target higher-order critical thinking and knowledge building. 2) Include a mixture of reading, writing, speaking and listening, language, and digital literacy skills in each unit. 3) Include formative and summative assessments of the targeted ELA standards. (See Standard P2: Assessment.) 4) Outline a sequence of lessons that leads toward the achievement of the unit objectives and provides	

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	<p>scaffolding and/or reinforcement of priority skills over time.</p> <p>5) Ensures unit objectives, instruction, texts, additional resources, and assessments are aligned with each other and with the CCRSAE-ELA.</p>	
<p>C. Students need to interact meaningfully with authentic and appropriately complex texts.</p>	<p>1) For each unit plan, use online adult learning resources (<i>e.g., Newsela, ReadWorks, Marshall Adult Education site</i>) and text analysis tools to find a range of texts for the targeted student levels; provide text complexity levels.</p> <p>2) Include options for texts and materials that reflect ethnic, racial, cultural, and linguistic diversity, and that allow students to make connections to their own lives and/or expose learners to diverse viewpoints and perspectives.</p> <p>3) Use text sets that contain texts at a variety of complexity levels that work together to build knowledge over time.</p> <p>4) Specify key print and/or digital text(s) that display exceptional craft and thought and/or provide useful information; be explicit about what makes them exceptional as models.</p> <p>5) Prioritize tasks that engage students in thinking critically about printed, digital, online, and multimedia text (<i>e.g., analyzing, synthesizing, evaluating</i>).</p>	
<p>D. The use of technology plays a major role in all units, whether they are being taught online or in-person.</p>	<p>1) Consider how students will use technology to find, evaluate, organize, create, and/or communicate information in a way that is natural/authentic for the culminating project or an associated lesson (<i>e.g., finding an online article as part of a research project; peer-reviewing in Google Docs; drafting and revising a final product in Microsoft Word or PowerPoint</i>).</p> <p>2) Carefully choose instructional platforms that are appropriate for learners' digital literacy levels, meet the instructional goals for the unit, and are accessible to students (<i>e.g., using online breakout rooms for small group discussions; using digital tools and software for classroom activities, projects, and assessments.</i>)</p> <p>3) Include ample time in unit plans for explicit instruction and scaffolding in the use of new technology/platforms as well as student exploration and experimentation.</p>	

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<p>E. A meaningful, culminating task/project for a unit provides purpose for the skills instruction and opportunity to focus on evidence and knowledge-building.</p>	<ol style="list-style-type: none"> <li>1) Frame academic topics (<i>e.g., branches of government, cycles</i>) in terms of how they are relevant in real life and consider how ELA skills can be taught within an exploration of these topics.</li> <li>2) Craft culminating tasks and projects related to the topic that provide opportunities for learners to produce written, spoken, or multimedia products similar to what might be expected in contexts outside the classroom (<i>e.g., blogs, reports, presentations, formal letters, brochures, posters, infographics, videos, podcasts</i>) or in postsecondary education and training programs (<i>e.g., analysis essays, research papers</i>).</li> <li>3) Engage students in tasks that revolve around rich questions, building knowledge, and/or constructing arguments that require close reading for text-based evidence.</li> <li>4) Teach and assess ELA standards within the context of the unit project students are completing.</li> </ol>	
<p><b>Notes to Self:</b></p>		