

[Narrator] This video is part of a series on using the SABES ELA unit plan template.

[Title Slide:

- Video Series for ABE Teachers: Creating Robust ELA Unit Plans Using the SABES Template
- [Video Title] VIDEO 4: Aligning Priority ELA Standards, Unit Objectives, and Assessments
- [SABES Logo] SABES
- [PAE Logo] MA Public Adult Education Professional Development System, a Public Adult Education of MA Program
- [World Education Logo] World Education, a division of JSI]

[Narrator] In this video, you will see how aligning priority ELA standards, unit objectives, and assessments supported Lauren Twardy, a Massachusetts ABE practitioner, in developing an ELA unit on immigration.

[The SABES ELA Unit Plan Template is shown on the screen, and then the camera zooms in on “Priority ELA Standards”, “Unit Objectives”, and “Assessment of Objectives” sections of the template. A photo of Lauren Twardy appears next to the template.]

[The text in the zoomed in sections of the unit plan template read like this:

“PRIORITY ELA STANDARDS

- List the ~3-5 level-specific CCRS AE-ELA standards that will be explicitly taught and then assessed directly or indirectly through the culminating assessment.
- Include standards from across the Reading, Writing, Speaking/Listening, Language, and Reading Foundations (for levels A-D) strands.”

“Key Student Materials

- List authentic and relevant resources that students will read, listen to, or view (e.g., texts, videos, websites, podcasts).
- Include digital sources and attend to representations of different cultures and perspectives.
- Provide text complexity levels.”

“PART 2: IN-DEPTH VIEW”

“UNIT OBJECTIVES

TIP: Use this alignment chart as you plan, and then copy and paste the last 2 columns into this section.

- Include at least one objective for each Priority ELA Standard mentioned in PART 1.
- Add rows as needed.”

“ASSESSMENT OF OBJECTIVES

- Include at least one assessment for each Unit Objective.
- Describe how students will demonstrate that they have learned each objective, in a way that directly or indirectly relates to the culminating assessment mentioned in PART 1.
- Indicate how teachers and students will measure the extent of the learning (e.g., using rubrics, checklists).

Consider where formative assessments can be included.”]

[All images disappear and the first question next to Lauren’s headshot: “What SABES supports were helpful to you as you aligned the ELA standards, unit objectives, and assessments in your unit?”]

[The question and profile photo disappear. The camera is focused on Lauren sitting on a couch in front of a bookcase. Her name and title appear on the bottom of the screen: Lauren Twardy, Middlesex Community College, Adult Learning Center.]

I’d say there were two supports [the heading “supports:” appears in the top right corner] that I relied on the most when I was working on my unit. The first were the prompts [the phrase “prompts in template” appears under the heading] in the unit plan template itself.

[Lauren's face minimizes to the top left and part two of the SABES ELA unit plan template appears on screen]

[The text in the zoomed in sections of the unit plan template read like this:

"PART 2: IN-DEPTH VIEW"

"UNIT OBJECTIVES

TIP: Use this alignment chart as you plan, and then copy and paste the last 2 columns into this section.

- *Include at least one objective for each Priority ELA Standard mentioned in PART 1.*
- *Add rows as needed."*

"ASSESSMENT OF OBJECTIVES

- *Include at least one assessment for each Unit Objective.*
- *Describe how students will demonstrate that they have learned each objective, in a way that directly or indirectly relates to the culminating assessment mentioned in PART 1.*
- *Indicate how teachers and students will measure the extent of the learning (e.g., using rubrics, checklists).*

Consider where formative assessments can be included."]

In part two of the template, the directions state that there should be one objective for each [the bullet point "Include at least one objective for each Priority ELA Standard mentioned in PART 1" is highlighted] priority standard that are listed, you know, in the section above.

Also, there should be an assessment for each objective [the bullet point "Include at least one assessment for each unit objective" is highlighted], one that relates to the culminating assessment [the bullet point "Describe how students will demonstrate that they have learned each objective, in a way that directly or indirectly relates to the culminating assessment mentioned in PART 1" is highlighted]. So it's clear from these prompts [the zoomed in sections of the template are replaced by an image of the full ELA unit plan template] that I needed to connect the Culminating Assessment section [an arrow appears, pointing to the "Culminating Assessment" section of the template] with the Priority ELA Standards section [an arrow appears, pointing to the "Priority ELA Standards" section of the template]. And then with this first part of part two that talks about unit objectives and how they'll be assessed [an arrow appears, pointing to the "Unit Objectives" section of the template].

[The unit plan template disappears and Lauren returns to full-screen.]

So to support me with all of this [a heading that says "Supports" appears in the top right corner, followed by a box with the words "Prompts in template"], my SABES curriculum coach referred me to a separate too that's also linked in the template that's called the Aligning ELA Standards, Unit Objectives, and Assessments, or SOA Chart for short [the words "SOA Chart" appear under "Prompts in Template" in the top right corner]. It is a great tool.

[The next question fills the screen: "How did you use the Aligning ELA Standards, Unit Objectives, and Assessments (SOA) chart?"]

[The question disappears. The camera focuses on Lauren sitting on a couch in front of a bookcase.]

[Lauren] So the chart has, um, three columns [Lauren's face minimizes to a square in the top left corner and The SOA Chart appears on screen. It has three columns and five rows.], one for standards, another for unit objectives, and then the third is assessments [each column heading is highlighted as Lauren mentions it: "ELA Standard", "Unit Objective", and "Assessment"]. So the rows kind of help you make sure that there's at least one objective and assessment for each of the standards.

[The text in the SOA Chart worksheet reads like this:

“Aligning ELA Standards, Unit Objectives, and Assessments (SOA Chart)

**See page 2 for an example.*

ELA Unit Title:

Unit Outcome/Culminating Assessment [copy & paste from your work in the SABES ELA Unit Plan Template, PART 1]:

Column 1:

“ELA Standard (from the CCRSAE)”

Column 2:

“Unit Objective

By the end of this unit, students will be able to:”

Column 3:

“Assessment

Students will show their learning by:

[connect to culminating assessment]”]

So to start, I just made my own copy of the SOA chart *[The blank SOA chart is replaced by a copy with Lauren’s unit information entered]* for my unit on US Immigration Issues Impacting Our Communities. It was especially helpful to copy and paste the culminating assessment description onto this doc because I found myself referring to it quite a lot and making changes *[the image zooms in on Lauren’s culminating assessment statement at the top of the SOA Chart worksheet.]*

[Lauren’s culminating assessment statement reads like this:

“Unit Outcome/Culminating Assessment:

Students will read/listen to and analyze a variety of texts, including articles, timelines, and videos, in order to deepen their understanding of current immigration issues in the U.S.

Students will demonstrate their learning by writing and recording a video of a 2-minute argumentative speech appropriate for a social media post, concerning an immigration issue of their choice.

Teachers/students will evaluate learning by:

- *Using a checklist to ensure written speeches include well-supported arguments and sound reasoning*
- *Using a checklist to assess the speakers’ clarity, pacing, eye contact, and volume in the recorded videos of speeches.”]*

Then I copied and pasted the priority standards I had already chosen from the first part of the unit template into the first column *[Lauren’s priority standards fill in the rows in the first column of the SOA chart]*. I did rearrange the sequence of the standards a bit just so they kind of followed the order in which students were gonna be working on them. But once I had the standards in that first column, I just started working across the rows.

[The priority standards entered into the chart read like this:

“R8D: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

W8D: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

L6D: Acquire and accurately use level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W1D: Write arguments to support claims in an analysis, using valid reasoning and relevant evidence.

SL3D: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL4D: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.”]

[The SOA Chart disappears and Lauren returns to full-screen.]

I really had to read the language in each standard carefully *[a heading appears in the top right corner that reads: “Read standard language carefully to:.”]* just to make sure I knew what it covered *[the phrase “See what it covers” appears under the heading in the top right corner]* and where I needed to kind of focus my objective *[the phrase “Where to focus unit objective” appears under the heading in the top right corner]*. Some of the standards are pretty broad, and it's my understanding that there's no expectation that all of the components of each standard is gonna be taught fully in one unit. So I kind of use the objective to pinpoint what specifically my students would learn related to that broader standard.

[Lauren's SOA Chart appears on screen, this time with the second column completed in addition to the first column. The text in the second column reads like this:

“Unit Objective

By the end of this unit, students will be able to:”

Row 1: “Identify and evaluate the strength of arguments and claims (claims, thesis statement) by critically assessing the reasoning and relevance of the evidence presented.”

Row 2: “Gather and interpret information from articles and other resources provided in class to support an argument on an immigration issue.”

Row 3: “Use at least 8 new (new tier 2 & 3) vocabulary terms to write and speak about U.S. immigration issues.”

Row 4: “Write a clear and well-developed argumentation speech that uses evidence from class readings/videos to support his/her well informed immigration issue.”

Row 5: “Enforce the argument properties in a peer's/oral speech by analyzing the specific claims and assessing the soundness of reasoning as well as the relevance and sufficiency of evidential included.”

Row 6: “Prepare a clear and well-developed argumentative speech on an immigration issue, demonstrating sufficient eye contact, appropriate...”]

For example, a language standard that seems important for, honestly, every unit is the, the Language Anchor Standard Six *[the image zooms in on the row in the chart that focuses on standard L6D]*, which talks about acquiring and using general academic and domain specific words and phrases *[the phrase “Acquire and accurately use level-appropriate general academic and domain-specific words and phrases” is highlighted in the standard]*.

[The text in the zoomed in section of the SOA Chart reads like this:

Column 1: “L6D: Acquire and accurately use level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.”

Column 2: “Use at least 8 new (new tier 2 & 3) vocabulary terms to write and speak about U.S. immigration issues.”]

You know, we know that building students' vocabulary knowledge doesn't happen in one unit, uh, but takes place over time. So the column for unit objectives allowed me to kind of specify what was expected in this unit, which was to use at least eight new vocabulary terms when writing or speaking [the phrase "Use at least 8 new (new tier 2 & 3) vocabulary terms to write and speak" is highlighted in the second column of the chart]. I also kind of use the objective to bring the topic that we were studying in this unit into it, which was immigration. So in that objective, I mentioned like my students will be writing and speaking about immigration, and I kind of use that thinking with all of the objectives as I was writing them.

[The zoomed in section of the chart is replaced by an image of the full chart. The text in the full chart reads like this:]

"Unit Outcome/Culminating Assessment:

Students will read/listen to and analyze a variety of texts, including articles, timelines, and videos, in order to deepen their understanding of current immigration issues in the U.S.

Students will demonstrate their learning by writing and recording a video of a 2-minute argumentative speech appropriate for a social media post, concerning an immigration issue of their choice.

Teachers/students will evaluate learning by:

- *Using a checklist to ensure written speeches include well-supported arguments and sound reasoning*
- *Using a checklist to assess the speakers' clarity, pacing, eye contact, and volume in the recorded videos of speeches."*

Column 1:

"ELA Standard (from the CCRSAE)

R8D: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

W8D: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

L6D: Acquire and accurately use level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W1D: Write arguments to support claims in an analysis, using valid reasoning and relevant evidence.

SL3D: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL4D: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation."

Column 2:

"Unit Objective

By the end of this unit, students will be able to:

Identify and evaluate the strength of arguments and claims (claims, thesis statement) by critically assessing the reasoning and relevance of the evidence presented."

Gather and interpret information from articles and other resources provided in class to support an argument on an immigration issue.

Use at least 8 new (new tier 2 & 3) vocabulary terms to write and speak about U.S. immigration issues.

Write a clear and well-developed argumentation speech that uses evidence from class readings/videos to support his/her well informed immigration issue.

Enforce the argument properties in a peer's/oral speech by analyzing the specific claims and assessing the soundness of reasoning as well as the relevance and sufficiency of evidential included.

Prepare a clear and well-developed argumentative speech on an immigration issue, demonstrating sufficient eye contact, appropriate...

Column 3:

"Assessment

Students will show their learning by:

[connect to culminating assessment]"]

I made it clear which part of the standard the unit would focus on [the entire middle column of the chart is highlighted] and how it was gonna relate to the unit topic itself [three textboxes appear to the left of the chart screenshot with the following text:

"Unit Objectives make clear:

- *Which aspects of the standard are being targeted*
- *How the skills apply to studying the SS, SCI, or other adult-oriented topic"]*

[The SOA chart disappears and Lauren returns to full-screen] Then I had to think about how to use the unit's culminating assessment to kind of gather evidence of what the student had learned. I mentioned before that I created a final evaluation checklist. Again, I really found that the specific language written in the standard kind of informed this checklist.

I had actually started the checklist when I was working on developing the culminating assessment, but here's where I like really refined it while I was working on this SOA chart, so that by the time I was done with it, the checklist kind of addressed almost all of the standards and objectives in the unit.

[Lauren's final evaluation checklist fills the screen. The text in the checklist reads like this:

"Final Evaluation: Written and Recorded Speech

Checklist: Final Written Speech

(for tracking ideas)

Main Claim:

Reason 1:

Supporting Evidence: Relevant Fact(s) or Relevant Opinion

Sufficient Reasoning: Yes, Needs More

Reason 2:

Supporting Evidence: Relevant Fact(s) or Relevant Opinion

Sufficient Reasoning: Yes, Needs More

Reason 3:

Supporting Evidence: Relevant Fact(s) or Relevant Opinion

Sufficient Reasoning: Yes, Needs More

Content & Organization

- *Includes 1 claim*
- *Includes at least 2 reasons*
- *Each reason has at least 1 solid piece of supporting evidence*
- *Includes sound reasoning and effective details/examples*
- *Cites at least 2 sources*

Clarity of Writing

- *Uses transition words*
- *Correctly uses at least 8 vocabulary words from our immigration unit*
- *Uses appropriate grammar and syntax for the audience/purpose*
- *Avoids wordiness and redundancy*

Writing Process

- *Made at least one revision from first draft, based on peer feedback*

CHECKLIST: Final Speech Video

- *Makes good eye contact*
- *Speaks clearly and confidently*
- *Speaks at an appropriate volume*

Comments:”]

For instance, like the first three bullets [*image zooms in on “Content & Organization” section of the checklist*] addressed writing arguments [*a box outline appears around the bullets “includes 1 claim”, “Includes at least 2 reasons”, and “each reason has at least 1 solid piece of supporting evidence”. The words “Writing arguments (W1)” appear next to the outlined bullets*], another couple of bullets addressed the gathering evidence standard [*a box outline appears around the bullets “includes sound reasoning and effective details/examples” and “cites at least 2 sources” and the words “Gathering evidence (W8)” appear next to the outlined bullets*]. Then I had a section on the clarity of writing [*the “Clarity of Writing” section is highlighted. A box outline appears around the bullets “uses transition words” and “correctly uses at least 8 vocabulary words from our immigration unit”*], which incorporated the vocabulary standard [*the words “Vocabulary (L6)” appear next to the outlined bullets*] and other writing skills my students are kind of always working on. And then I included some items related to presentation skills [*a box outline appears around the bullets “makes good eye contact”, “speaks clearly and confidently”, and “speaks at an appropriate volume”. The words “Presentation Skills (SL4D)” appear next to the outline*], like making good eye contact and speaking clearly.

[The checklist document fades away and is replaced by Lauren’s completed SOA Chart.]

[In addition to the first two columns, the “Assessment” column is now complete. The text reads like this: Column heading:

“Assessment

Students will show their learning by:

[connect to culminating assessment]”

Row 1: “Completing a graphic organizer independently (used as a formative assessment in Lesson 4). Completing Peer Review #1 for a partner’s written speech. (Lesson 10)”

Row 2: “Turning in their Note-Taking Form (Lesson 8) and Including evidence from at least two texts (with MLA citation) to support their argument in their written speech. (Lesson 10)”

Row 3: “Using at least 8 terms accurately in their written and recorded argumentative speech. See Final Evaluation (Checklist). (Lesson 10 & 12)”

Row 4: “Submitting a final written version of their argumentative speech. See Final Evaluation (Checklist). (Lesson 10)”

Row 5: “Completing Peer Review #2 for a partner’s practice for the video. (Lesson 11)”

Row 6: “Creating a 2-minute digital video of their argumentative speech. See Final Evaluation (Checklist). (after Lesson 12)

(Peer Review #3 can be used in Lesson 12 to provide formative assessment for the speaker.)”]

The only standards that weren't really a neat fit for this checklist were ones that were about delineating an argument in texts and presentations [*the phrases “R8D: Delineate and evaluate the argument and specific claims in a text” and “SL3D: Delineate a speaker’s argument” are highlighted in the “ELA Standard” column*]. So I included an early check on delineating arguments in a text [*The image zooms in on the first row of the SOA Chart. The phrase “Completing a graphic organizer independently” is highlighted in column 3, row 1*] because my students were gonna be using that to understand immigration issues early in the unit.

[The zoomed in row of the chart reads:

Column 1 heading: “ELA Standard (from the CCRSAE)”, Column 2 heading: “Unit Objective By the end of the unit, students will be able to”, Column 3 heading: “Assessment Students show their learning by: [connect to culmination assessment]”

Row 1: “R8D: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”, Row 2: “Identify and evaluate the strength of arguments and claims (claims, thesis

statement) by critically assessing the reasoning and relevance of the evidence presented.”, Row 3: “Completing a graphic organizer independently (used as a formative assessment in Lesson 4). Completing Peer Review #1 for a partner’s written speech. (Lesson 10)”]

And then in a final assessment of that, I kind of thought, okay, the students can also delineate the argument in a partner's written and practice oral speeches as part as peer reviews [the phrase “Completing Peer Review #1 for a partner’s written speech” is highlighted in column 3, row 1].

So once I had transferred all of that thinking, um, into the SOA chart [the image zooms out to show the full SOA Chart], I could kind of clearly see that the standards, the unit objectives and assessments were all aligned [each row in the chart is individually outlined with a box as Lauren speaks]. Then I just copied and pasted the last two columns [the second page of the ELA Unit Plan Template appears next to the SOA Chart] into part two of the template itself [a box outline appears around the last two columns of the SOA Chart and an arrow points between the columns and the empty rows in Part 2 of the unit plan template].

[All images disappear and the final question fills the screen: “What tips do you have for other teachers?”]

[The question is replaced by Lauren sitting in front of a bookshelf. Tips appear on the right side of the screen as Laurens speaks.]

It was really important to stay focused on the ELA skills [The words “Tip 1: Focus on ELA Skills” appear next to Lauren]. When I teach ELA skills embedded in exploration of social studies or science topics, it's easy to get caught up in that content and assess that knowledge. But using the template and the SOA chart kind of really kept me focused on the ELA skills themselves.

Another tip might be to always have the culminating assessment, like kind of front and center when working on the unit [the words “Tip 2: Refer regularly to the culminating assessment” appear under Tip 1], especially this alignment section, which kind of gave me this challenge to see how I could assess all of the objectives with the culminating assessment in some form, and it really started to help me think about how I could be building and sequencing the lessons.

Lastly, I would say expect to make changes in the culminating assessment [the words “Tip 3: Tweak and tighten as you work through the unit plan template” appear under Tip 2] and all the assessments as you get further into the template. My thinking about the unit kind of just continued to get tighter and tighter as I went on, and I'm sure that honestly I'm going to even make more changes each time I teach this unit with new students. So be flexible.

[Credit slides:

- Thanks to: [Middlesex Community College Logo] Middlesex Community College
- Adult Learning Center
- Lauren Twardy, ELA Teacher
- Katherine Innis, Director]

[First credit slide transitions into the second slide]

- Presented by: Public Adult Education of MA: Live to Learn
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