

## Unit Planning Tool

<b>Unit Objective(s)</b>
<b>Step 1—Know Your ELs</b>
<b>Describe your ELs</b> (e.g., home language literacy, ELP levels)
<b>Describe the steps that you will take to build on ELs' cultural and linguistic backgrounds</b>
<b>Step 2—Analyze the Language Demands</b>
<b>EL academic demands and challenges</b> <b>Word Level.</b> Which key vocabulary will be unfamiliar and is essential to teach? How will you teach it?
<b>Sentence Level.</b> What instructional support might ELs need at the sentence level? How will you include academic language instruction at the sentence level?

**Discourse Level.** What instructional support might ELs need at the discourse level? How will you include academic language instruction at the sentence level?

**Sociocultural Level.** What other support might ELs need in terms of background knowledge and cultural expectations?

**Step 3. Plan the Unit (What scaffolds will you provide to ELs of varying proficiency levels?)**  
 Refer to the Suggested Scaffolds at Each Proficiency Level tool.

Student Levels	Materials and Resources	Instruction	Student Grouping
<i>Beginner ELs</i>			
<i>Intermediate ELs</i>			
<i>Advanced ELs</i>			
<i>All students</i>			

How will you incorporate scaffolds to be used with only some students?

How will you model the scaffolds?

**Oral language activities (What oral language activities will you include? How will you support EL engagement in these activities?)**

Oral language activities to include in unit:

- 1.
- 2.
- 3.

Strategies for supporting EL engagement in oral language activities:

- 1.
- 2.
- 3.

**Step 4. Select and develop appropriate materials**

Materials already developed and supporting resources	Materials to be developed	Materials to be adapted

**Step 5. Teach the lessons, adapting scaffolding and materials as needed.**

Describe the strategy and any tools you will use to assess student learning. How will you scaffold the formative assessment for ELs of varying proficiency levels?