

HW 4.3 Gathering Resources for Revising a Unit Plan



Learning Outcome	Pedagogical Intent	Student Position
Apply knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. Assessment: pts. Due: Session #	Teachers can identify places where students' need support to understand texts.	Students have learned about supporting the development of academic language, Literacy guidelines for ELs, and developing literacy focused classrooms. They are now ready to gather resources to apply in revising a lesson.

Instructions

1. In this lesson you will review comprehension and assessment teaching strategies as well as additional guidance in attending to test structures. As you consider these materials, seek to determine where you might use them as you revise your unit plan. Remember to think specifically about how the strategies you identify can support the ELs you developed profiles of.

2. Begin with reviewing the [Assessment Marketplace](#) you were introduced to in the Assessment course using the [assessment record sheet for notes](#).

- As you review the marketplace highlight particular strategies that will be helpful in revising your unit.
- Think about which you might use as an informal ongoing assessment and which you might use for your final and more formal assessment for the unit.
- Use this analysis sheet and follow the direction to guide your decisions about which you will use.
- You will probably only use 1-5.

2. Begin with reviewing the [Comprehension Marketplace](#) using the [comprehension record sheet for notes](#).
 - As you review the marketplace highlight particular strategies that will be helpful in revising your unit.
 - Think about which is best suited to the particular texts or learning activities in your unit
 - Use this analysis sheet and follow the direction to guide your decisions about which you will use.
 - You will probably use no more than 10 if that many.
3. Now look at the information on attending to [text structure to support student understanding](#).
 - Think about how you might use any of the diagrams or suggestions as reading guides
 - Think about how you might use any of the ideas as part of discussions, group work or writing assignments
 - Make a list of what you might use and use what you have learned so far to support your choice.
4. Bring these documents with your plan to Session 5.



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