**ELA Unfinished Learning Tool**

**Step One:** Prioritize Unit Study of your grade-level instructional materials (with a focus on reading and analyzing the texts).

|  |  |
| --- | --- |
| **Grade Level:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Teacher(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Unit Dates:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Summarize the Unit Goal/Big Ideas:**  | **Complete and Summarize the End of Unit Task:** |

|  |  |  |
| --- | --- | --- |
| **Text Title** | **What are the big ideas of the text?***What is most important for students to know/understand through reading this text?* | **What is challenging about this text?***What language, structure, meaning or knowledge demands might students struggle with when reading this text?* |
|   |   |    |
|   |   |   |
|   |   |    |
|  |  |  |
|  |  |  |
|  |  |  |

**Step Two:** Familiarize yourself with missed learning (texts and knowledge) from the spring.

|  |
| --- |
| **Analyze missed texts and knowledge from the 19-20 SY***What texts should students have read in the last unit? What knowledge and understanding should have been built through these texts?* |
|  |

**Step Three:** Analyze the impact of missed learning on students’ ability to access the grade-level content.

|  |
| --- |
| **Analyze the impact of missed learning on 20-21 SY***How might missing this text/knowledge impact their learning in this unit?*  |
|  |

**Step Four:** Plan supports (e.g. vocabulary, knowledge, etc.) as needed.

|  |  |  |
| --- | --- | --- |
| **Vocabulary Supports** | **Knowledge Supports** | **Other** |
|  |  | **People:** *(e.g. co-teachers, specialists, librarians, aides, etc.)***Time:** *(e.g. homeroom, advisory, intervention block, independent reading time, homework, etc.)* **Structures:** *(e.g. read alouds, collaborative learning structures, small groups, discussion tasks, etc.)* |