

## Checklist for Adapting a Literature Unit

- ☐ Did I choose appropriate overall and operative can-dos for the unit?
- ☐ Are these can-dos appropriate for my students' learning level?
- ☐ Do the can-dos cover both literary content and language learning?
- ☐ Am I actually teaching the skills they need to master the unit "can-dos" through appropriate activities and exercises?
- ☐ Did I choose "band vocabulary" for students to learn?
- ☐ Did I gloss low-frequency vocabulary?
- ☐ Am I recycling previously learned vocabulary?
- ☐ Have I chosen a grammatical structure to teach that stems from the literary text?
- ☐ Are critical thinking skills included in the unit?
- ☐ Are literary terms being used/ taught/recycled in the unit?
- ☐ Does the unit include reception for the 4 skills (reading, writing, listening, speaking, mediation)?
- ☐ Does the unit include production for the 4 skills (reading, writing, listening, speaking, mediation)?
- ☐ Is mediation included (when appropriate for the level of your students)?
- ☐ Does the summative assessment include questions that reflect what I taught in the unit, with can dos being assessed?
- ☐ Is the point value for each question according to the updated rubrics?
- ☐ What am I missing?