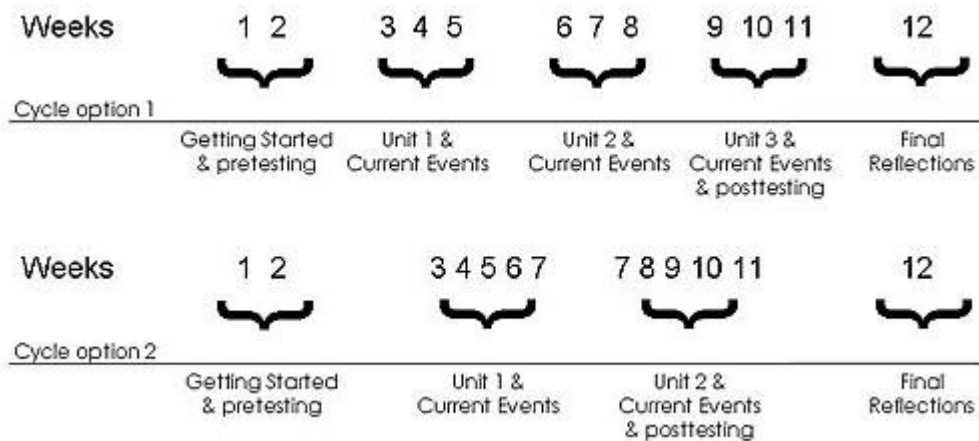# ACCESS PLANNING OVERVIEW

Below you will find tools to guide your planning:
- cycle overview
- unit overview
- unit planning diagram and chart
- grammar integration chart

Cycle Overview

Each 12-week instructional cycle is divided into a series of four to five units with current-events topics woven throughout.

1. Getting Started Unit

The beginning of each cycle starts with the Getting Started Unit. This unit lasts approximately two weeks. During the Getting Started Unit, students set learning goals and begin to build a learning community. The teacher assesses students' language proficiency and gathers information about students' learning goals through needs assessment activities.

2. Thematic Units

Based on the needs of the students, the teacher chooses two to three thematic units to cover during the cycle. See diagram above.

3. Current Events

Current events topics should be woven in throughout the cycle. The events covered may be connected to the thematic units, or may just be interesting events that come up during the instructional cycle. Teachers may want to dedicate a particular day of the week to address current events, or may work them into the class as they arise. Current events activities may include reading activities with paper and online news articles, listening activities with radio

stories, and brief student oral reports.

4. Final Reflections Unit
During the last week of the cycle, students will reflect on their learning and self-assess their progress. They will identify strategies for continued learning and will evaluate the class and the program.

Unit Overview
Each thematic unit contains:

- an overarching unit goal
  - The unit goal helps to narrow the topic and provide direction for unit planning.
- unit objectives
  - The planning process starts with the selection of the unit objectives you will cover. The selection of objectives should be based on student needs assessment. It is not necessary to cover all of the objectives for a given unit. The objectives are broken into Content Objectives, Language Objectives, Academic Objectives and Technology Objectives. The Content Objectives and Technology Objectives are the same for both levels 500 and 550. The Language and Academic Objectives are unique to each level.
- learning components
  - Look to the learning components for activity suggestions. In addition to covering the four skills areas (reading, writing, listening, speaking), the learning components provide suggestions for building background and civic engagement activities. Click on the hyperlinked learning component name in the unit curriculum guide to go directly to the cited resources in the ACCESS Delicious account.
    - building background
    - reading
    - writing
    - oral skills
    - grammar
    - civic engagement
- sample lesson plans
- assessment activities
- sample unit plans
  - Some units include a sample unit plan. The sample unit plan is one teacher's idea for organizing the unit. You probably won't want to follow the sample plan exactly, but it can help you get the "big picture" of the unit as you begin your planning process.

Planning a Unit

Daily lessons and 2-3 week units are designed around the four-stage cycle of learning.

Stage	Description
Stage 1: Motivation	During the motivation stage, the teacher taps into students' background knowledge and students analyze their experiences. If students lack experience in the concept being discussed, the teacher creates an experience for the students and they analyze that experience. Motivation activities could include group discussions, information grids, personality or habit "quizzes." The Building Background section of the learning components provides several ideas for motivation activities.
Stage 2: Presentation	This is the time the teacher introduces new information. Presentation activities could include, short lectures or explanations, presentations of language structures, readings.
Stage 3: Practice	During practice, the teacher provides a variety of practice activities that allow the students to work with the new language and information. Practice activities could include, information grids, writing activities (draft stages), worksheets, songs, cloze activities.
Stage 4: Application	Students apply language and information in a novel situation. Application activities could include, student projects, oral presentations, and "published" writing pieces.
Although the four stages build on each other, as the diagram illustrates, movement through the unit isn't always linear. It's normal to go back to previous stages as skills are built.	

Grammar Integration

Specific grammatical structures to be covered are found in the language objectives of each thematic unit. In addition to these highlighted structures, ACCESS instructors have created a structure schedule to ensure variety throughout the four cycles and allow for the flexibility to respond to student needs.

1st Cycle	2nd Cycle
• verb tense review (emphasis where needed) • passive voice and other passive-like structures (causatives, participial adjectives) • adverb clauses (conditional structures) • noun clauses in reported speech • other topics as required	• verb tense review (emphasis where needed) • modals (past forms) • adverb clauses (time, cause/effect) • comparative/superlative review • connectors that show comparison/contrast • other topics as required
3rd Cycle	**4th Cycle**
• verb tense review (emphasis where needed) • gerunds and infinitives • adjective clauses • unreal conditionals • other topics as required	• verb tense review (emphasis where needed) • phrasal verbs • noun clauses • reporting verbs and phrases • connectors that show cause/effect and contrast)

To learn more about the role of grammar in the REEP Curriculum, visit the Grammar Development page.