**MA ESL MCU: Annotated Unit Template & Self-Check for UbD Stages 1-3:**

This annotated self-check is designed to ensure that all components of the MA ESL Unit Template have been fully completed. For each component, we suggest that your teams make the following notations to keep track of your current level of completion:

*  Still in development: Notate why you rated it this way (for example, “we have not focused in depth on this component yet.”)
*  Completed, aligned, and in keeping with UbD and WIDA
* Component exceeds expectations.

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| [Title of Unit] |
| [ESL Course, ELP Level(s) and Grade(s)] |
| **[Summary of Unit]** Highlight the focus on ESL. Systematic, explicit, sustained language development should be the clear driver of the unit, and the connecting context of the content area takes “the passenger seat.” Please include:   1. **WIDA** standards (transfer goals in the unit) 2. **Unit Focus Language goals:** *The purpose of this X unit is to develop the language needed to*... 3. **Connecting MCU title, content area, and grade** 4. Specificoverarching **language functions or structures** to be developed in this unit 5. You may also add something along the lines of **“***By the end of the unit, students will…X, Y, Z” to highlight* how the CEPA measures the students’ ability to use and transfer their language learning (not assessing content). |

Title of Unit is complete. (Title must be different than the title of the existing MCU.)



ESL Course, ELP Level(s) and Grade band(s)



Summary of Unit including aspects listed on the left.



Sample Unit Summary:

The “*ESL + title*” Unit is intended to deliver systematic, explicit, and sustained English language development in the context of the Massachusetts Curriculum Frameworks. Through this unit, students will learn to communicate information, ideas, and concepts necessary for academic success in the content *areas of (ex: Language Arts and Social Studies)*. They will also learn to communicate for social and instructional purposes within the school setting. The unit’s ***Focus Language Goals*** were created through an analysis of the driving language demands of the existing *(ex: Grade 1 ELA/HSS Model Curriculum unit “Content Literacy: People Who Work for Justice.”)* Note that this ESL unit is not the same as sheltered *ELA/HSS* unit. It is intended to be taught by an ESL educator, and collaboration with the content educator is essential. The embedded language development of this unit centers on the following selected *Key Uses of Academic Language*: ***Recount*** *by* ***Sequencing*** *events in stories, and* ***Explain*** *ideas/beliefs by* ***Describing*** *characters and historical figures using reasoning and evidence*.

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| Table of Contents  Unit Plan ………………………………………………………………  Lesson 1 ……………………………………………………………….  Lesson 2 …………………………………..……..…….……….….…  Lesson 3 …………………………………………………………….…  Lesson 4 ………………………………………………………………  Lesson 5 ……………………………………………………………….  Lesson 6 ……………………………………………………………….  Lesson 7 ……………………………………………………………….  Table of Contents is complete    Lesson 8 ……………………………………………………………….  Lesson 9………………………………………………………………..  Lesson 10 ………………………………………………..……………  Unit Resources ……………………………………………………..  CEPA …………………………………………………………………… |  |

To remind us of the big picture, below is a snapshot of blank Stages 1-3 that we will be self-checking. The guided self-check for Stages 1-3 starts on the next page:

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| **Integrated Unit Template: UbD, WIDA, & MA Frameworks** | | | |
| **Stage 1 Desired Results** | | | |
| **ESTABLISHED FOCUS GOALS: G**  *\* See WIDA Performance Definitions*  **Focus Language Goals/Standards:**  **Salient Content Connections**  *The student is building toward:* | **TRANSFER** | | |
| **Students will be able to independently use their learning to… T** | | |
| **MEANING** | | |
| **UNDERSTANDINGS U**  *Students will understand that…* | | **ESSENTIAL QUESTIONS Q** |
| **LANGUAGE ACQUISITION IN THE FOUR DOMAINS** | | |
| **KNOWLEDGE K**  *Students will know…* | | **SKILLS S** *Students will be skilled at…* |
| **Stage 2 – Evidence** | | | | |
| **EVALUATIVE CRITERIA:**  *\*See Performance Indicators (MPIs) in CEPA page* | | **ASSESSMENT EVIDENCE: Language Development** | | |
|  | | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (Performance Tasks) PT** | | |
|  | | **OTHER EVIDENCE: OE** | | |
| **Stage 3 – Learning Plan** | | | | |
| **SOCIOCULTURAL IMPLICATIONS:**  **SUMMARY OF KEY LEARNING EVENTS AND INSTRUCTION** | | | | |
| Adapted from *Understanding by Design*®. © 2012 Grant Wiggins and Jay McTighe. Used with permission. | | | | |

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| **ANNOTATED SELF-CHECK: Integrated Unit Template: UbD, WIDA, & MA Frameworks** |
| **Stage 1 Desired Results (Focus on language development within a rich, standards-referenced context)** |

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|  | Writing Team Self-Check | | |
| **TO CREATE ESTABLISHED FOCUS GOALS:** G  **1. FOCUS LANGUAGE GOALS**/STANDARDS**:** Use the **Collaboration Tool** to create the unit’s Focus Language Goals.   1. We suggest you begin with 2-3 Focus Language Goals. 2. Your goal must include a [Key Use](https://www.wida.us/standards/CAN_DOs/#keyuses) (macro function) and a key academic practice OR state standard. 3. List only standards that you will explicitly teach and assess. Consider:   What will students do with language in a particular context?  What key language use(s) are you targeting? (function and genre within key academic practices)  Are these goals directly relevant to the unit and Stage 2 (CEPA)?  4. How do the FLGs relate or build upon one another?  2. Once Focus Language Goals are developed, use the **Unpacking Academic Language Tool** to prioritize the academic language for the unit. Unpacking academic language will be an iterative process as you develop the unit and make choices about contexts and language.  3. Check the [WIDA Performance Definitions](https://www.wida.us/standards/eld.aspx) to guide appropriate language complexity expectations for current student proficiency level.  **4. MAKE SALIENT CONTENT CONNECTIONS** *– The student is building toward:*   1. Which academic content standards is this ESL unit explicitly connected to? 2. The ESL educator will not assess content for which he/she is not licensed*.*   *Click here for exemplars of Focus Language Goals in the ESL Model Units. Click here for notes on a Collaborative Planning Session.* | GOALS were designed using the **Collaboration Tool.**  We utilized the **Unpacking Academic Language Tool** to prioritize the AL inherent in the **Focus Language Goals**.    **Salient Content Connections** are prioritized and only standards that are explicitly addressed in the unit are listed. | | |
| **TRANSFER:** *Students will be able to* ***independently*** *use their learning to…*  What kinds of long-term, transferable, independent language accomplishments are desired? Remember that Stage 3, the instructional plan, will support all unit goals, including the transfer goal.  For the developmental phase of the ESL MCU Project, we chose to use the broad WIDA standards as transfer goals.  T1. ELS communicate information, ideas, and concepts necessary for academic success in Social and Instructional Language  T2. ELS communicate … in the Language of… (choose ELA, Math, Science, or Social Studies.)  *Click here for exemplars of Transfer Goals in the ESL Model Units.* | We have WIDA **Transfer Goals**. | | |
| **UNDERSTANDINGS**  *Students will specifically understand that…*  U1. What are the most critical understandings associated with the **Focus Language Goals** and salient content connections?  U2. Are understandings aligned with goals?  U3. Understandings should not be factual knowledge. They need to be uncovered (see [UbD](http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx) book for more)  U4. Use 1 to 4 understandings per unit ([ACCRU](http://www.ascd.org/publications/books/112026.aspx) 67)  *Click here for examples of Understandings in the ESL model units.* | As a team we have tested our **Understandings** using the 4 points listed to the left:    We have placed **Understandings** about language at the top and those related to theme/topic after those. | | |
| **ESSENTIAL QUESTIONS** *capture student interest and motivate them through lessons.*  Q1. What thought-provoking questions will foster inquiry, meaning making, and transfer through a language focus?  Q2. Is the answer to the essential questions connected to understandings?  Q3. Topical, context-related questions beyond the language foci will come up*.*  *Click here for examples of Essential Questions.* | We have designed **Essential Questions** in keeping with the 3 points listed to the left:    We have placed **Essential Questions** about language at the top and those related to theme/topic after those. | | |
| **LANGUAGE ACQUISITION IN THE FOUR DOMAINS**  *Identify* ***realistic*** *knowledge (K) and skills (S) that students will be able to* ***demonstrate*** *by the unit’s end. What skills will actually be* ***acquired?*** *Include: building blocks to desired understandings, implied K & S in the goals, and enabling K & S needed to perform the complex assessment tasks.*  Useyour**Unpacking Academic Language Tool** in relation to the **FOCUS LANGUAGE GOALS** and your content connections.  Consider [WIDA’s Features of Academic Language](https://www.wida.us/get.aspx?id=544). Be sure to calibrate in relation to the **Performance Definitions.**   * **Discourse Level** (Linguistic Complexity): Amount, structure, and density of language; organization and cohesion of ideas; variety of sentence types. * **Sentence Level** (Forms and Conventions): Types and variety of grammatical structures; conventions, mechanics, and fluency; match of language form to purpose. * **Word/Phrase Level** (Vocabulary): General, specific, technical language; multiple meanings of words and phrases, formulaic and idiomatic expressions; nuances and shades of meaning; collocations. | | | |
| **In the K and S boxes below, unpack the three features of academic language associated with the concepts and skills of the standard, genre, topic, and theme of the unit.** | | | |
| **KNOWLEDGE: ACADEMIC LANGUAGE K**  *Students will know…* (**nouns**) - *Directly related to Goal 1 (G1), G2, etc.…*  Consider:  K1. Using the nouns that you have unpacked from the FLGs, can you determine what key linguistic components and conceptual expectations are embedded in the standards-based FLGs?  K2. Are there any prerequisite concepts that should be addressed? | We have unpacked our **Focus Language Goals** to identify the **Knowledge** students will gain by the end of the unit:    We have prioritized the academic language at the **Discourse Level** that students will know.    We have prioritized the academic language at the **Sentence Level** that students will know.    We have prioritized the academic language at the **Word/Phrase Level** that students will know. | | |
| **SKILLS: ACADEMIC LANGUAGE S**  *Students will be skilled at… (****verbs****).**Directly related to G1, G2, etc.…*  S1. What goals-driven, discrete language skills and processes should students be able to use?  S2. How will the students demonstrate attainment of the language skills required in each standards-based goal?  S3. How do the concepts and skills work together within the unit?  S4. Are there any inferred skills that should be targeted?  *Click here for exemplars of Skills and Knowledge in our ESL Model Units.* | We have unpacked our **Focus Language Goals** to identify the linguistic **skills** students will gain by the end of the unit:    We identified both explicit and inferred skills that reflect a prioritization of the academic language: | | |
| Stage 1 is completely aligned ( I can trace all of my **Focus Language Goals** through Stage 1) | | | |
| **STAGE 2: EVIDENCE** | | Writing Team Self-Check |
| **EVALUATIVE CRITERIA:**   1. What criteria will be used in each assessment to evaluate attainment of the desired language results? 2. Regardless of the format of the assessment, what qualities are most important? 3. Evaluative criteria should gauge language, not content.   *Click here for example Evaluative Criteria in an ESL Model Unit.* | | As a team, we have developed our EVALUATIVE CRITERIA by considering the evidence we can collect to demonstrate student mastery of the Focus Language Goals: |
| **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (CEPA**):   1. How will students demonstrate their *enduring understanding* (meaning making and transfer) through *complex performance*? 2. How will students demonstrate meeting the language goals through performance-based tasks or projects? This should tie into knowledge (K) and skills (S), but also relate them to a real world context. 3. How will the receptive and productive domains be measured in the final assessment? 4. Considering the language development continuum, how might you weave the knowledge and skills into the CEPA?   *Note: some ESL MCU writers used the* [*GRASP*](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwiooZi4wqfLAhWCPD4KHepRDwsQFggdMAA&url=http%3A%2F%2Fopi.mt.gov%2Fpdf%2FCurriculumGuides%2FCurriculum-Development-Guide%2FGRASP.pdf&usg=AFQjCNENj1SxEUsxjgAu-kurKQwecNkNvQ&sig2=9xR9cmzG2sGI9I1D_3Y5FA&cad=rja) *support to develop their CEPAs.*  CEPA Alignment Test: The best way to see if the CEPA is aligned is to show someone the CEPA and see if they can rightly guess the established Focus Language Goals. Important: this is a fluid process. You may adjust the CEPA or the goals.  Once you have developed your CEPA, create Model Performance Indicators (MPIs) as needed. *(For more on MPIs, please see the* [*WIDA Standards Framework*](https://www.wida.us/get.aspx?id=540)*.)*  *Click here to see an exemplar of a CEPA.* | | In developing our CEPA, we considered the four points to the left:    All of our Focus Language Goals are reflected in our CEPA:    We have created MPIs as needed: |
| **OTHER EVIDENCE:**  *What other evidence will you collect to determine whether Stage 1 goals were achieved?*  Ongoing Formative Assessment Strategies   1. Which formative assessment strategies will you employ throughout the unit to check for student understanding of language use within context given student ELP levels? 2. How does the formative assessment data help inform your instruction? 3. What kinds of oral and written descriptive feedback might you give your students throughout the unit? 4. How will you incorporate student self-assessment into instruction? 5. How will you know that your feedback is effective?   *[Click here for examples of formative assessments for ELD classrooms.](http://www.bing.com/videos/search?q=video+formative+assessment+of+ELLs&&view=detail&mid=F45AD16CAF95F9C79E16F45AD16CAF95F9C79E16&rvsmid=EFD9CCA029A5036C05D8EFD9CCA029A5036C05D8&FORM=VDFSRV&fsscr=0)* [*Click here for more.*](https://www.teachingchannel.org/videos/instant-student-feedback-ousd)[*See in action in a Massachusetts classroom.*](https://www.youtube.com/watch?v=hD3Pl-ZYB30&index=2&list=PLTuqmiQ9ssqvx_Yjra4nBfqQPwc4auUBu) | | We have identified ongoing formative assessments that will be used throughout the unit to determine whether Stage 1 goals were achieved:    We have considered the five points listed to the left: |
| Stage 2 is completely aligned (I can trace all of my Focus Language **Goals** through Stages 1 and 2.) | | As a team, we checked Stage 2 for alignment with Stage 1: |

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| **STAGE 3 – LEARNING PLAN**  There are two components to Stage 3: a) Sociocultural Implications and b) Summary of Key Learning Events and Instruction. | |
| **SOCIOCULTURAL IMPLICATIONS**  All curricula, especially for ELs, must be designed with the sociocultural context in mind. This involves the interaction of the student (his or her identity, knowledge, culture, language proficiency, beliefs, values, and experiences) with the given register, genre/text type, topic, task/situation, and the participants’ identities and social roles.   1. What are some cultural nuances or ethnocentrisms implicit in the academic language of the selected standards? 2. Are there multiple ways in which ELs might express the concepts and skills embedded in the standards?   *Click here to read an article regarding sociocultural implications in the ESL classroom.* | As a team we have reflected upon the SOCIOCULTURAL IMPLICATIONS embedded in our unit: |
| **SUMMARY OF KEY LEARNING EVENTS AND INSTRUCTION**  ***Detailed lesson plans are not expected here,****but please include sufficient information so that another educator can follow the basic plan. Stage 3 is simply a summary of the lesson sequence.*  **Please use the following format:**   * Lesson #- Day #- Lesson Title * Language Objectives: Use [SMART](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwiJqpj7zKfLAhUDeT4KHaQ3BhsQFggrMAE&url=http%3A%2F%2Fwww.doe.mass.edu%2Fedeval%2Fresources%2Fpresentations%2FSMARTGoals%2FHandout5.pdf&usg=AFQjCNGk-HHlH5bS4qlgpES18NGAV__RSQ&sig2=cvsXgLJc03MQ5U74Y52YbQ) Objectives. * What will students be doing? Brief summary (1-2 sentences) of key learning experiences.   *It is helpful to explicitly state the tie to Stage 1 and Stage 2. Ex: students will develop an understanding of…. (G1) This ensures that your lesson is aligned to Stages 1 and 2.*   * Why will they be doing it? Brief summary (1-2 sentences) of why students are doing this (can be an explicit link to the **Focus Language Goals**). * How will students be assessed at the end of the lesson? What is the formative assessment strategy?  1. **Alignment:** The lesson sequence of Stage 3 should reflect the **explicit teaching of the academic language**, knowledge, and skills that you have identified in Stage 1 to help students achieve the unit’s **Focus Language Goals**. As we build Stage 3, it is important to provide students with **ample practice with the academic language** (knowledge and skills) students need to successfully participate in Stage 2 (CEPA and other assessments). The learning sequence articulated in Stage 3 is the opportunity to help prepare students for the CEPA, and the opportunity for students to cultivate the transfer skills necessary for college and career readiness. 2. **Logical sequencing of the instructional sequence to promote language growth:** Stage 3 is a sequencing of the subcomponents and building blocks of the **Focus Language Goals**. These are the subcomponents and building blocks needed for “**systematic, explicit, and sustained language instruction**” (**MA Definition of the Focus of ESL Instruction**). In sequencing the building blocks, remember to logically sequence what comes first, second, third, and so on.   Tip on Sequencing:[[1]](#footnote-1)   * + 1. Starting with the **Focus Language Goals**, think about the “sub skills or sub concepts” that will lead to the **Focus Language Goals**.     2. Once you have identified these pieces, determine the KEY sub-skills and sub-concepts and prioritize them.     3. Write each sub skill or sub concept on a post-it note to create a sequence     4. Rearrange the post-it notes to find a logical progression   **Reflective Questions to facilitate Stage 3 design:**  Does Stage 3 facilitate student acquisition (of language and analytic practices), meaning-making, and transfer?  Is there tight alignment across all three stages? All lessons must tie to your **Focus Language Goals**.  How might a series of related activities be combined into tasks which, in turn, might work themselves into a culminating project?  Does the learning plan reflect a well-sequenced instructional plan that fosters language growth?  What skill or knowledge is each lesson going to help students to develop?  How will students process and produce language? What language will we see/ hear students using?  Are the supports and scaffolds appropriate for the next student moves? Are they the right next step? | For each lesson we have listed the lesson title and number:    Language Objective(s) for the lesson is included:    Each lesson summary states:  “The What”    “The Why”    In the summary, we stated the tie to Stage 1 and 2:    As a team, we utilized the questions for reflection to in designing our lesson summaries:    As a team, we checked the instructional sequence looking for a logical progression to facilitate a systematic, explicit, focus on langauge instruction: |
| Tip: after you have completed your unit plan in Stage 3, double check it against Stages 1 and 2. For each lesson, mark the goals, understandings, knowledge, skills, etc. that the lesson will help students to develop. Notate specifically which components from Stage 1 are addressed in each lesson. For example mark S1, K1, etc. in the lesson. If you notice that there is a skill you articulated in Stage 1, but this skill is not reflected or explicitly practiced in the unit plan, then you must review your lesson plan so as to address the missing pieces. | We have double checked our Stage 3 against Stage 1 and Stage 2 to ensure alignment: |
| At the end of your unit plan, apply the following test as articulated by Wiggins & McTighe: “Could students do all of the learning in Stage 3 but not really be ready to transfer their learning as required in Stage 2?” If the answer is yes, please revise.  *Click here to for Summary of Key Learning Events exemplar.* | We have applied the test articulated by Wiggins & McTighe: |

**List of Unit Resources**

**List and include resources by lesson sequence**

We have included a full list of resources by lesson sequence:



**Curriculum Embedded Performance Assessment (CEPA)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WIDA Standard: The Language of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | **WIDA PI Receptive Domain (Listening or Reading):** | | |
| ***Level 1 – Entering*** | ***Level 2 – Emerging*** | ***Level 3 – Developing*** | | ***Level 4 – Expanding*** | ***Level 5 – Reaching*** |
| **WIDA Standard: The Language of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | **WIDA PI Productive Domain (Speaking or Writing):** | | |
| ***Level 1 – Entering*** | ***Level 2 – Emerging*** | ***Level 3 – Developing*** | | ***Level 4 – Expanding*** | ***Level 5 – Reaching*** |

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| Curriculum Embedded Performance Assessment (CEPA):   1. *How will students demonstrate their enduring understanding (meaning making and transfer) through complex performance?* 2. *How will students demonstrate meeting the* ***Focus Language Goals*** *through performance-based tasks or projects? This should tie into knowledge and skills, but also relate to a real world context.* 3. *How will the receptive and productive domains be measured in the final assessment?*   Note: The best way to see if the CEPA is aligned is to just show someone the CEPA and see if they can rightly guess the **Focus Language Goals**.  Important: this is a fluid process. You may adjust the CEPA or the goals. | In developing our CEPA, we considered the four points to the left:    All of our Focus Language Goals are reflected in our CEPA:    We have included receptive and productive MPIs that are aligned to our CEPA:    The MPIs Include language function, content stem and support |

1. “Test” adapted from: Heritage, M. (2008) [Learning Progressions: Supporting instruction and formative assessment](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwjo0O-Yx6fLAhVIKh4KHeBgDyQQFggoMAE&url=http%3A%2F%2Fwww.ccsso.org%2Fdocuments%2F2008%2Flearning_progressions_supporting_2008.pdf&usg=AFQjCNGoCiS0QZC9hwN1aqgMqUz7ThaooQ&sig2=vS4RbxJKudl0nSyx5-cKqA). CCSSO. Washington, DC. [↑](#footnote-ref-1)