

**DRAFT Integrated Unit Template: UbD, WIDA, & MA Frameworks HIGHLIGHT COHESION & ALIGNMENT AMONG ALL PARTS**

Considerations: What are some grade-level topics or themes related to the content standards that you can use as context for teaching language?

**Stage 1 Desired Results (Focus on language development within a rich, standards-referenced context)**

**ESTABLISHED FOCUS GOALS: G**

**ESL & CONTENT CONNECTIONS**

\* See WIDA Performance Definitions

**FOCUS Language Goals/Standards:**

Using language of appropriate complexity for current student level:

We suggest you begin with 2-3 focus language goals.

**Your goal must include a macro function and a key academic practice OR CC stem.**

1. What will students do with language in a particular context?
2. What key language use(s) are you targeting? (function, genre, and academic, ways of thinking)
3. Are these goals directly relevant to the unit and stage 2?
4. List only standards that you will explicitly teach and assess

\* Note: We are looking for a particular level of mastery.

**Explicit Content Connections: – The student is building toward:**

1. Which academic content standards is this ESL unit explicitly connected to? The ESL teacher will not assess content for which he/she is not licensed.

**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 this current phase of the ESL MCU Project, please use the broad WIDA standards as transfer goals (Code T1, T2 – SIL and your content connection).

T1. ELLS communicate information, ideas, and concepts necessary for academic success in Social and Instructional Language

T2. ELLS communicate information, ideas, and concepts necessary for academic success in the Language of... (choose ELA, Math, Science, or Social Studies)

**Meaning**

**UNDERSTANDINGS U**

Students will specifically understand that...

(can be about content, principles, concepts)

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 book for more)

U4. Use 1 to 4 understandings per unit (ACCRU 67)

Place understandings about language at the top (U1) and those related to theme/topic under those (U4).

**ESSENTIAL QUESTIONS Q**

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, but language should be the driver of the unit.

**Language Acquisition in the Four Domains**

Identify **realistic** knowledge and skills the students will be able to **demonstrate** by the unit's end (59). 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 (57, 59, 72).

**KNOWLEDGE: ACADEMIC LANGUAGE K**

Students will know... (nouns)

Directly related to G1, G2, etc...

**Consider:** What is the academic language needed for students to access and achieve the knowledge and skills of the content standards? Also, be sure to consult Performance Definitions.

Discourse Level (Linguistic Complexity):

1. Amount, structure, and density of language; organization and cohesion of ideas; variety of sentence types.

Sentence Level (Language Forms and Conventions):

2. What **grammatical structures and** conventions are commonly associated with the concepts and skills of the

**SKILLS: ACADEMIC LANGUAGE S**

Students will be skilled at...(verbs)

Directly related to G1, G2, etc...

S1. What goals-driven discrete skills and processes should students be able to use?

S2. How will the students demonstrate attainment of the skills required in each standards-based goal?

S3. How do the concepts and skills work together within the unit?

*standard and genre?*

Word/Phrase Level (Vocabulary):

3. *What are some **words and phrases** with multiple meanings, cognates, or idioms within the thematic unit?*

*K1. What are the key components and conceptual expectations embedded in the standards-based goal that students need to know?*

*K2. Are there any prerequisite concepts that should be addressed?*

*Samples: vocabulary, terminology, definitions, key factual information, critical details, important events and people, sequence and timelines (PD workbook 119)*

**Stage 2 – Evidence – COHERENCE & ALIGNMENT AMONG PARTS?**

***Make sure to code every assessment in stage 2 with a goal #***

**EVALUATIVE CRITERIA:**

*\*See Performance Indicators (MPIs) in CEPA page*

- 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.*

*\* 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 Established Language Goals. Important: this is a fluid process. You may adjust the CEPA or the goals.*

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*\* Note: Continuous “checks for understanding” that become formative data.*

**ASSESSMENT EVIDENCE: LANGUAGE DEVELOPMENT**

**CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT - CEPA (Performance Tasks) PT**

For **language** goals (content connections are the context – do not assess content) *Directly related to G1, G2, etc... See separate handout on 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 and skills, 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 of the content connection into the language tasks or project?*

**OTHER EVIDENCE: OE**

*What other evidence will you collect to determine whether Stage 1 Focus Language Goals were achieved?*

Formative Assessment Strategies

- 1. Which strategies will you employ throughout the unit to check for student understanding of language use within context given 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?*

**SOCIOCULTURAL IMPLICATIONS:**

For the components of register, topic, and task/situation:

1. *What are some cultural nuances or ethnocentrism implicit in the academic language of the selected standards?*
2. *Are there other ways in which ELLs might express the concepts and skills embedded in the standards?*

**SUMMARY OF KEY LEARNING EVENTS AND INSTRUCTION**

**IMPORTANT: Detailed lesson plans are not expected here, but please include sufficient information so that another teacher can follow the basic plan. State WHAT learners will do and WHY the event is proposed.**

1. *Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?*
2. *Does the learning plan reflect principles of learning and best practices?*
3. *Is there tight alignment across all three stages?*
4. *How might a series of related activities be combined into tasks which, in turn, might work themselves into a culminating project?*

**HERE ARE SOME QUESTIONS TO CONSIDER :**

Differentiated Language

1. *How might the academic language of the tasks be differentiated according to the students' level of language proficiency?*
2. *How might the strands of MPIs help you differentiate English language instruction for various levels?*

Instructional Assessment Supports

1. *Which sensory, graphic, and interactive supports lend themselves to scaffolding language and accessing content for instruction and assessment?*
2. *Which instructional supports lend themselves to the performance tasks or project of the unit?*

Where To:

- W** - *Where are we going? Why? What is expected?*
- H** - *How will we hook and hold student interest? How will we build upon students' prior experiences, learning, and languages?*
- E** - *How will we equip students (provide comprehensible input) for expected performances?*
- R** - *How will we help students rethink and revise?*
- E** - *How will students self-evaluate and reflect on their learning?*
- T** - *How will we tailor learning to varied needs, interests, language proficiencies, styles?*
- O** - *How will we organize and sequence the learning?*

AMT:

- Teaching for Acquisition** - In this role, the primary role of teachers is to *Inform* the learners through explicit instruction in targeted knowledge and skills; differentiating as needed.
- Teaching for Meaning** - Teachers in this role engage the learners in actively processing information and guide their inquiry into complex problems, texts, projects, cases, or simulations, differentiating as needed.
- Teaching for Transfer** - In a coaching role, teachers establish clear performance goals, supervise ongoing opportunities to perform (independent practice) in increasingly complex situations, provide models, and give ongoing feedback (as personalized as possible). They also provide just-in-time teaching (direct instruction) when needed.

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**NEXT: WRITE LESSONS USING LESSON PLAN TEMPLATE.**  
FOR INDIVIDUAL LESSON-LEVEL PLANNING, SEE ANNOTATE D LESSON PLAN TEMPLATE.