

# Appendix B

## Unlocking MLs' Potential Unit Planning Template Completed Example

This **completed unit planning template** is an example of how you can bring all the chapter topics from *Unlocking MLs' Potential* together in one place. We used the supporting tools in each chapter to dig deeper into individual topic areas to complete this plan. The supporting tools we used are referenced in each section of the template by figure number. In this sample plan, we created a unit on the three branches of the United States government from Grade 5 using the Colorado Academic Standards for Social Studies and the 2020 WIDA English Language Development Standards Framework.

UNIT OVERVIEW	
<b>Timeframe:</b> Unit 2.3 (December 4–December 18)	<b>Topic:</b> Origins, Structures, and Functions of the United States Government
<b>Subject:</b> Social Studies	<b>Grade Level:</b> Grade 5
<b>Standard(s)</b> <ul style="list-style-type: none"><li>• <b>Content:</b> SS.5.4.2<sup>1</sup> Investigate the origins, structures, and functions of the United States government.</li><li>• <b>English Language Development:</b> WIDA ELD Standard 5: Grades 4–5 (Explain)<sup>2</sup> Construct social studies explanations that describe components, order, causes and effects, or cycles using relevant examples and details.</li></ul>	<b>Objective(s)</b> <ul style="list-style-type: none"><li>• <b>Content:</b> I can explain the organization and power of the three branches of the United States government and the relationships among them.</li><li>• <b>Language:</b> I can describe the three branches of the United States government and explain the relationships among them in writing.</li></ul>

<sup>1</sup>Colorado State Social Studies Standards, Grade 5 <https://www.cde.state.co.us/cosocialstudies/statestandards>

<sup>2</sup>2020 WIDA ELD Framework <https://wida.wisc.edu/teach/standards/eld/2020>

## UNIT PREPARATION

**Describe Your MLs** (e.g., home language literacy, English language proficiency level, interests)

*Figure 2.3 What I Know About My ML*

STUDENT	ELP LEVEL	HOME LANGUAGE	HOME LANGUAGE LITERACY	HELPFUL SCAFFOLDS	INTERESTS OUTSIDE OF SCHOOL
Chi	Beginning	Vietnamese	Yes	Home language materials, sentence frames, visuals	Baking, art
Luis	Intermediate	Spanish	No	Home language materials, small group or pair work, word wall, visuals	Science (astronomy and oceanography)
Juliana	Intermediate	Spanish	Yes	Home language materials, sentence frames and stems	Writing, drawing
Tecun	High Intermediate	Q'eqchi	No	Sentence stems, graphic organizers	Reading (fantasy and mystery)
Omar	High Intermediate	Arabic	No	Small group or pair work, graphic organizers	Basketball and soccer

## Identify Required Background Knowledge

*Figure 7.16 Activating and Building MLs' Background Knowledge Planning Tool*

What is the **essential background knowledge** that all students need to know to access the unit?

- Basic knowledge of U.S. democracy
- U.S. Constitution and Bill of Rights
- Roles of various U.S. government leaders at the national level (president of the United States, congressmen, senators)

How will you assess MLs' **current prior knowledge** on the topic?

- Self-rating scale
- Caption writing activity

How will you build on MLs' **cultural and linguistic backgrounds**?

- Create structured opportunities and routines for students to practice speaking with peers in pairs or small groups.
- Provide students with a choice to work individually or in small groups for some activities.
- Integrate student interests into lessons by using their interests as context for practicing academic language with nonacademic topics (see Lesson 3).
- Provide bilingual dictionaries to students who have literacy in their home language.
- Invite students to make connections to their prior knowledge of government structures in their home country (if they would like to).

### Analyze the Language Demands of the Unit

*Figure 5.15 Vocabulary Instruction Checklist*

*Figure 5.16 Academic Vocabulary Planning Template*

*Figure 6.6 Checklist for Increasing Academic-Language Awareness*

*Appendix F Checklist for Supporting MLs' Academic-Language Development in Speaking and Writing*

**Word/Phrase Level.** Which key vocabulary (5–8 words/phrases) will be unfamiliar to MLs and is essential to teach in order for MLs to meet the unit objectives?

- U.S. Constitution
- Legislative
- Congress
- Executive
- Judicial
- Supreme Court
- Constitutional/unconstitutional

**Sentence Level.** Which sentence structures might be challenging for MLs? What support might MLs need at the sentence level to meet the unit objectives?

- Sentence structures to explain structure and function of U.S. government may be challenging for MLs, such as:
  - The (*branch of government*) is made up of/includes . . .
  - The (*branch of government*) is responsible for . . .
  - The (*branch of government*) is important because . . .
- Support for MLs includes teaching sentence structures with nonacademic topics first, providing sentence frames or stems, and small group instruction.

**Discourse Level.** Which discourse-level structures might be challenging for MLs? What support might MLs need at the discourse level to meet the unit objectives?

- Discourse-level structures that may be challenging for MLs include the following:
  - Understanding extended discourse while viewing a video on the three branches of government
  - Reading text related to the structure and power of the three branches of government including the relationship between each
  - Composing an explanatory text that is organized to convey a number of different ideas and information clearly

- Support for MLs includes the following:
  - Chunking the viewing of the video with guiding questions and using a guided note-taking tool
  - Providing an amplified text and graphic organizers while reading grade-level text
  - Using peer learning activities to discuss concepts with peers
  - Providing a model essay, rubric, and graphic organizer to support writing
  - Using small group instruction

## UNIT DELIVERY

### ML Strategies Included (Check all that apply)

- |                                   |   |                                |
|-----------------------------------|---|--------------------------------|
| ✓ Activate prior knowledge        | ✓ Peer interaction  | ✓ Word/phrase-level strategies |
| ✓ Teach new background knowledge  | <input type="checkbox"/> Collaborative-reading strategies | ✓ Sentence-level strategies    |
| ✓ Formative-assessment strategies | ✓ Collaborative-writing strategies                        | ✓ Discourse-level strategies   |

### Scaffolds

*Figure 3.1 Categories of Scaffolds*

*Figure 3.8 Suggested Scaffolds at Each Proficiency Level*

*Figure 3.9 Scaffolded Unit Planning Checklist*

What **scaffolds** will you provide to MLs of varying proficiency levels?

ELP LEVEL(S)	SCAFFOLDS
Beginning	<ul style="list-style-type: none"> <li>• Clearly model expectations of each of the lessons.</li> <li>• Practice academic language with nonacademic topics.</li> <li>• Use protocols or roles to encourage participation by all students during small group activities.</li> <li>• Provide a word bank with images and vocabulary that students can reference.</li> <li>• Be intentional about student grouping so that students can discuss in their home language or receive peer support with the activity.</li> <li>• Use teacher-led small groups for additional support.</li> <li>• Encourage MLs to verbally share or write short words or phrases in English or write home language responses.</li> <li>• Provide sentence frames and stems for speaking and writing activities.</li> <li>• Include translations of key vocabulary and writing prompts (as appropriate).</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>• Clearly model expectations of each of the lessons.</li> <li>• Practice academic language with nonacademic topics.</li> <li>• Use protocols or roles to encourage participation by all students during small group activities.</li> <li>• Provide a word bank with images and vocabulary that students can reference.</li> <li>• Be intentional about student grouping so that students can discuss in their home language or receive peer support with the activity.</li> <li>• Use teacher-led small groups for additional support.</li> </ul>

ELP LEVEL(S)	SCAFFOLDS
Advanced	<ul style="list-style-type: none"> <li>Clearly model expectations of each of the lessons.</li> <li>Practice academic language with nonacademic topics.</li> <li>Use protocols or roles to encourage participation by all students during small group activities.</li> <li>Be intentional about student grouping.</li> </ul>

**Materials and Resources**

What **materials and resources** are available?

- Websites:
  - National Geographic Kids: Three Branches of Government<sup>3</sup>
  - Kids in the House: The Role of the House<sup>4</sup>
- Video providing an overview of the three branches of government
- Co-created anchor chart
- Visuals and student-friendly definitions to accompany each vocabulary word
- Grade-level texts related to the structure and power of the three branches of government

What **supports** will need to be added for MLs (such as home language materials)?

- Provide home language translations of key words and phrases.
- Amplify texts by adding visuals, bolding key terms, and adding bilingual or English glossaries.
- Turn on closed captioning for the video.
- Include scaffolds (visuals, sentence frames and stems, home language) on the self-rating scale, graphic organizer, and writing task.

**Unit Sequence and Activities**

*Figure 4.14 Peer Learning Activity Planning Template*

How will you ensure there are **opportunities for language practice in all domains**?

- Include pair and small group work (speaking, listening, and writing).
- Use the Numbered Heads Together strategy (speaking and listening).
- Include an opportunity to watch a video and read a text on the unit topic (listening and reading).
- Preteach vocabulary (listening, reading, and writing).
- Have students compose an essay in response to a writing prompt (writing).

<sup>3</sup>National Geographic <https://kids.nationalgeographic.com/history/article/three-branches-of-government>

<sup>4</sup>Kids in the House <https://kids-clerk.house.gov/grade-school/lesson.html?intID=1>

How will you ensure that **lessons build upon each other to progress toward mastery** of content and language objectives?

- Identify learning objectives using student-friendly language.
- Each lesson will begin with a review of the previous lesson's content using multimodal review strategies (such as sorting, caption writing, and pair discussions).
- Frequent checks for students' understanding through formative assessments (such as observation checklists, writing samples, and exit tickets).
- ELD teacher will work with small groups of MLs for additional instruction or enrichment as needed.

For **coteaching partnerships**, identify the role of the ELD teacher and content teacher.

- This classroom uses a coteaching partnership between the classroom teacher and ELD teacher. The ELD teacher and fifth-grade classroom teacher co-plan regularly. The ELD teacher is in the classroom 2-3 days per week to coteach lessons, including whole group and small group portions.
- There are 24 students in the class, and five of the students are emergent MLs. In the descriptions of learning activities, any activity specifically for MLs is called out, otherwise "students" refers to all students in the class.
- The classroom teacher facilitates instruction daily. Specifically for this unit, she is focused on the introduction and teaching of content concepts to the whole class.
- The ELD teacher is directly coteaching four lessons in this unit (Lessons 1, 2, 4, and 6). During those cotaught lessons, he is focused on preteaching key academic vocabulary to the whole class, facilitating teacher-led small group for supporting MLs in building background knowledge, reading grade-level text, and developing language at the discourse level in writing.

Outline the unit sequence lesson by lesson. For each lesson, identify the lesson objectives and supporting learning activities.

LESSON OBJECTIVES	LEARNING ACTIVITIES (INCLUDING TEACHER ROLES AS APPLICABLE)
1. Students will explore the structures and purpose of the U.S. federal government. (1 lesson)	<p><i>The focus of this lesson is determining and building students' background knowledge on the topic. This lesson is cotaught; teacher roles are identified in parentheses.</i></p> <ul style="list-style-type: none"> <li>• Students individually complete a self-rating scale (classroom teacher).</li> <li>• MLs with beginning and intermediate level proficiency work in a teacher-led small group to complete the self-rating scale (ELD teacher).</li> <li>• In small groups, students engage in a caption writing activity which includes images of the U.S. Constitution, the Bill of Rights, the president of the United States, Congress, and Senate (classroom and ELD teacher).</li> </ul>
2. Students will identify the three branches of the U.S. government and key vocabulary related to them. (2 lessons)	<p><i>The focus of this lesson is determining students' background knowledge on the topic. This lesson is cotaught; teacher roles are identified in parentheses.</i></p> <ul style="list-style-type: none"> <li>• Students individually complete a self-rating scale (classroom teacher).</li> </ul>

LESSON OBJECTIVES	LEARNING ACTIVITIES (INCLUDING TEACHER ROLES AS APPLICABLE)
	<ul style="list-style-type: none"> <li>Students add key words to their vocabulary notebooks using the KIM strategy (classroom and ELD teacher).</li> <li>Students watch a video about the three branches of government. Closed captions are turned on and the teacher pauses periodically to discuss or clarify key information (classroom teacher).</li> <li>Students work collaboratively to use the key vocabulary and information from the video to create a class anchor chart identifying the structure and role of each branch of government (classroom teacher).</li> </ul>
<p>3. Students will write complex sentences to explain information related to the three branches of the U.S. government. (2 lessons)</p>	<p><i>The focus of this lesson is on practicing academic sentence structures that will later be used in an extended writing piece. This lesson is coplanned and led by the classroom teacher.</i></p> <ul style="list-style-type: none"> <li>Students are introduced to academic-language structures at the sentence level to explain and the teacher models developing sentences on nonacademic topics. Sentence structures include ____ is responsible for ____; includes ____; ____ is important because ____.</li> <li>Students are placed in pairs based on their interests outside of school. Pairs work together to develop sentences related to their interests using the academic sentence structures (e.g., <i>A basketball team includes a center, guards, and forwards. The center is important because he scores a lot of points and blocks the other team from scoring.</i>)</li> <li>The classroom teacher then models using information about the three branches of government from the anchor chart and writing sentences using the same structures (e.g., <i>The judicial branch includes the Supreme Court. It is responsible for interpreting laws.</i>).</li> <li>Students select a branch of government and write at least three sentences to explain key information about that branch of government.</li> </ul>
<p>4. Students will gather information on the organization and power of the three branches of the U.S. government. (2 lessons)</p>	<p><i>The focus here is on gathering detailed information that students will later use during a peer interaction activity and then in an extended writing piece. This lesson is cotaught; teacher roles are identified in parentheses.</i></p> <ul style="list-style-type: none"> <li>Students read grade-level texts related to the structure and power of the three branches of government including the relationship between each and gather key information on a graphic organizer. Teachers model how to gather information from the text and add it to the graphic organizer (classroom and ELD teacher).</li> </ul>

LESSON OBJECTIVES	LEARNING ACTIVITIES (INCLUDING TEACHER ROLES AS APPLICABLE)
	<ul style="list-style-type: none"> <li>• Amplified texts are provided to MLs with beginning and intermediate level English proficiency (ELD teacher).</li> <li>• Students are given the choice to work individually, in pairs, or in small groups. Teachers circulate the room to provide support as needed (classroom teacher and ELD teacher).</li> </ul>
5. Students will explain the relationship between the three branches of government orally. (1 lesson)	<p><i>The focus here is on students discussing information they gathered in the previous lesson and practicing academic language. This lesson is coplanned and led by the classroom teacher.</i></p> <ul style="list-style-type: none"> <li>• Students use the information they gathered in the previous lesson to engage in a Numbered Heads Together activity.</li> <li>• To prepare for the activity, students are provided with the questions in advance and time to review their graphic organizer from the previous lesson.</li> <li>• MLs are provided with sentence frames and stems as an additional support during the lesson.</li> <li>• The following prompts are used during the activity: <ul style="list-style-type: none"> <li>○ Explain the powers the legislative branch has over the other two branches.</li> <li>○ Explain the powers the executive branch has over the other two branches.</li> <li>○ Explain the powers the judicial branch has over the other two branches.</li> <li>○ What might happen if one branch had all the power? Explain.</li> </ul> </li> </ul>
6. Students will write to explain the three branches of the U.S. government and the relationships between them using key vocabulary and complex sentences. (3 lessons)	<p><i>This is the culminating activity for the unit in which students compose an extended text. Portions of this lesson are cotaught; teacher roles are identified in parentheses.</i></p> <ul style="list-style-type: none"> <li>• Students respond to the prompt “Imagine one branch of the U.S. government had all the power. What could go wrong? Include three examples.” (classroom and ELD teacher).</li> <li>• Students are provided with a rubric, model essay, and a graphic organizer to plan their writing. They are also given a list of key vocabulary to be included in their writing (classroom teacher).</li> <li>• Beginning and intermediate level MLs work with a teacher-led small group and are provided with additional supports including a word bank with visuals, sentence frames and stems, and home language support (ELD teacher).</li> <li>• Students self-assess their writing using a student-friendly writing checklist (classroom teacher).</li> <li>• Students post their writing around the room and engage in a gallery walk to celebrate their work. Students write notes or draw pictures to react to each other’s writing pieces (classroom teacher).</li> </ul>



## Assessment

### *Figure 9.17 ML Formative Assessment Planning Tool*

How will you **assess ML student understanding** of unit language and content?

- Use a discussion checklist during the Numbered Heads Together activity.
- Review student graphic organizers.
- Analyze student writing using the rubric, which includes the sentence structures from the middle of the unit and the final writing piece.
- Include exit tickets at the end of lessons (oral and written).

How will you ensure that you are **collecting valid evidence** on the construct being taught and assessed?

- Provide multiple ways to assess students, both formally and informally. This includes classwork, observations, exit tickets, and end of unit writing assignments.
- Embed appropriate scaffolds for MLs.

What will your **next steps** be based on the evidence collected?

- Reteach, enrich, or move on to new content based on the evidence collected through assessments.
- If reteaching is necessary, use ELD teacher-led small groups.