Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_ Unit Name/Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates: \_\_\_\_\_\_\_\_\_\_\_\_

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| **Stage 1 Desired Results** | | | |
| **ESTABLISHED GOALS/ STANDARDS** | | ***Transfer*** | |
| *Students will be able to independently use their learning in new situations to…* | |
| ***Meaning*** | |
| UNDERSTANDINGS *Students will understand that…* | ESSENTIAL QUESTIONS: *Students will explore & address these recurring questions:* |
| ***Acquisition*** | |
| *Students will know…* | *Students will be skilled at…* |
| **Stage 2 - Evidence** | | | |
| **Alignment/Stds Coding** | **Evaluative Criteria** | **Assessment Evidence** | |
|  |  | PERFORMANCE TASK(S): | |
|  |  | OTHER EVIDENCE: | |

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| **RESOURCES:**  Differentiation  ELD/SPED/  GT/504/Other  [Get started with ELD](https://docs.google.com/document/d/1nUcqg08MdTNJhAwZ6y4uFVeepjc9ECmQHnKkuFNKOdk/edit) | Which unit **vocabulary** is key to understanding the unit?Has the most transfer to other subjects?  [Marzano’s Grade Level Vocabulary by Content](https://drive.google.com/file/d/1wS8GrrtybU-FHIkqXUj7NjqYPWwTIzt2/view?usp=sharing)  [Vocabulary for students with disabilities](https://council-for-learning-disabilities.org/effective-vocabulary-instruction-for-kindergarten-to-12th-grade-students-experiencing-learning-disabilities) | What **funds of knowledge** do my students bring to the table? How can students tap into those as resources in ways that affirm identity?  [Engaging Background Knowledge](https://www.colorincolorado.org/role-background-knowledge)  [Activating prior knowledge in students with disabilities](https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q3/p09/) | What is the dominant [**language function**](https://drive.google.com/drive/folders/1CZUNtuaBQSO2444DnDMQmKsI7Gc4Rj60?usp=sharing)? ([Explain/Describe,](https://drive.google.com/file/d/1_Z7LhKZGmN0z6IB0O2clHS3_ljZWHLLy/view?usp=sharing) [Opinion](https://drive.google.com/file/d/1_Z7LhKZGmN0z6IB0O2clHS3_ljZWHLLy/view?usp=sharing), [Sequence](https://drive.google.com/file/d/1SyigG2eFPGnKY4Ep-DO7abv1r32DKlns/view?usp=sharing), [Cause/Effect](https://drive.google.com/file/d/1UIwaI22Fu9NcO6_rLPrAnceSQGT8nyw_/view?usp=sharing), [Compare/Contrast](https://drive.google.com/file/d/1vIdmxyYPb6yRpTJs2PyUoXnk1kOdMV1-/view?usp=sharing))  What **language forms support the function?** What **language forms** do my students need to utilize these skills?  Word/Phrase, Sentence, Discourse level) [Examples](https://drive.google.com/file/d/1KnYmPSBmzA2Q2JZHOW0zsbjOYAD1OsFc/view?usp=sharing)  How are the ideas organized? What elements create cohesion?  Which functional words/phrases will students be expected to know and use (Mortar)? What are the key words and phrases (Bricks)?  Create **sentence frames** using identified functional words/phrases | Which strategies will I use to help students understand and utilize language?  **Strategies:**  [ColorinColorado Best Practices](https://www.colorincolorado.org/ell-strategies-best-practices) |  [CAL/EXCELL Go to Strategies](https://drive.google.com/file/d/1WtZYJb-l-Ly2zrXYYnhLtq81cJ2jgRGq/view?usp=sharing) |  [Structured Talk Resources](https://drive.google.com/drive/folders/10t21_8gWOOY5mhsMcx1zTe4weVTNDJMR?usp=sharing) | [Teaching Vocabulary](https://www.colorincolorado.org/teaching-vocabulary)  [Marzano’s 6 Steps](https://drive.google.com/file/d/1OXQkZEIMlRSiYLoifpshqOBNW_9rL7AX/view?usp=sharing) | Are the resources I have chosen within the [Zone of Proximal Developmen](https://www.colorincolorado.org/faq/what-scaffolding-and-how-does-it-help-ells)t for Multilingual Learners?  Use supports/scaffolds and differentiated reading to support comprehensible input  [WIDA List of Supports](https://drive.google.com/file/d/1JV7JGbP1cYjbT-jJ-XvUbUOk8kUx88Ji/view?usp=sharing)  [Scaffolding Reading](https://iris.peabody.vanderbilt.edu/module/sca/cresource/q1/p01/) | Use [WIDA Can Do Key Uses](https://drive.google.com/drive/folders/1AeEQKdJ2aaF6DFkl8XhPaB3Bk9Wj0uYs?usp=sharing) to inform **linguistic expectations** at each level and guide **differentiation**. |

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| **Model Proficient Response:** *What do you expect students to say or write?* ([Explain/Describe,](https://drive.google.com/file/d/1_Z7LhKZGmN0z6IB0O2clHS3_ljZWHLLy/view?usp=sharing) [Opinion](https://drive.google.com/file/d/1_Z7LhKZGmN0z6IB0O2clHS3_ljZWHLLy/view?usp=sharing), [Sequence](https://drive.google.com/file/d/1SyigG2eFPGnKY4Ep-DO7abv1r32DKlns/view?usp=sharing), [Cause/Effect](https://drive.google.com/file/d/1UIwaI22Fu9NcO6_rLPrAnceSQGT8nyw_/view?usp=sharing), [Compare/Contrast](https://drive.google.com/file/d/1vIdmxyYPb6yRpTJs2PyUoXnk1kOdMV1-/view?usp=sharing)) | |
|  | |
| **Language** | |
| **Identify Forms** |  |
| **Identify Dominant Language Function** |  |
| **Differentiation/Accommodation** |  |
| **Stage 3 – Learning Plan** | |
| **Alignment/Stds Coding** | *Summary of Key Learning Events and Instruction (including pre- and formative assessments)* |
|  |  |
| **Language** | |
| **Activities to Engage Background Knowledge** |  |
| **Student Interaction** |  |
| **Supports and Strategies** |  |