

Deconstructing a Unit of Learning for Multilingual Learners: Sample Template

The following template illustrates the step-by-step process teachers can take to craft companion integrated learning targets for a sample science unit about the weather along with integrated learning objectives for individual lessons.

Step	Process	A Grade 3 Sketch
1. Identify standards to generate a unit's theme, topic, or question	1a. Select state academic content standard(s) 1b. Brainstorm with students to reach consensus on a unit's theme or question 1c. Match the content standard(s) to grade-level cluster Language Expectations from the <i>WIDA English Language Development Standards Framework, 2020 Edition</i>, and/or the <i>Marco de los estándares del desarrollo auténtico del lenguaje español de WIDA</i> for those multilingual learners whose instruction is in Spanish	1a. NGSS, Grade 3 3ESS2.D: Weather and Climate CCSS.MATH.CONTENT.3.MD.B.3 1b. How does weather change? 1c. ELD and SLD Language Expectations: ELD-SI.K-3.Explain ELD-SC.2-3. Explain.Expressive ELD-MA.2-3. Explain.Expressive DALE-CN.2-3. explicar.interactivo

Step	Process	A Grade 3 Sketch
2. Decide the final product or project for the unit with students	2a. Brainstorm potential products or projects based on Language Expectations coupled with multimodal options 2b. Choose the WIDA Interpretive or Expressive Language Chart for the grade-level cluster to apply to the students' projects 2c. Mark the entry point for the grade-level cluster language dimensions: discourse, sentence and word/phrase	2a. A scaled data display (e.g., histogram, graph, line chart) of temperatures for two locations with an oral or written analysis and summary 2b. WIDA Expressive Language Chart for oral, written, and multimodal representation, grade-level cluster 2–3 2c. Discourse (a summary) and sentence (comparisons) across language proficiency levels for the students' oral or written language expression
3. Craft integrated learning target(s) for the unit	3a. Combine content (topic) + Key Language Use + multimodalities + mode (+ cultural referents)	3a. Students will represent a week of weather data in a scaled chart or graph and explain their findings orally or in writing for two locations.

Step	Process	A Grade 3 Sketch
4. Create a set of integrated learning objectives for individual lessons	4. Deconstruct the integrated learning target for the unit to form a set of scaffolded learning objectives	4a. Students will choose two locations (e.g., New Jersey and the Dominican Republic) and inform their group. 4b. Students will collect daytime high and nighttime low temperatures for their locations. 4c. Students will repeat gathering data (in Fahrenheit or Celsius) for a week and make a chart or graph of their findings. 4d. Students will produce a set of statements orally or in writing to compare the day-to-day temperatures (sentence dimension) and describe the temperature pattern. 4e. Students will explain why weekly temperatures differ (or not) and personalize their experience in an oral or written summary (discourse dimension).

References

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