

# Standards in Action: Unit Planning Template Example

**Course:** Newcomer ELD 1 Class

**Teachers:** Maria White and Paulina Gudel

**Timeframe:** October–November

<b>Unit Name</b>	Unit 3: In the Classroom
<b>Content Standards</b>	<p>Colorado 9th-Grade State Standard 3 Reading, Writing, and Communicating</p> <ul style="list-style-type: none"> <li>Students can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)</li> </ul> <p>Refer to your content standards to choose which ones are being covered in the unit.</p>
<b>Culminating Task/Unit Assessment Task</b>	Write a poem about your classroom experience.
<b>Key Language Use</b>	<p>Narrate</p> <p>Select the most prominent Key Language Use (Narrate, Inform, Argue, or Explain) based on your observations of learning goals and the summative assessment task.</p>
<b>WIDA ELD Standard (Expressive)</b>  <b>Expectation Functions Features</b>	<p>ELD-LA 9-12-Narrate-Expressive</p> <p><b>Construct Language Arts Narratives that . . .</b></p> <ul style="list-style-type: none"> <li><b>develop a story, advancing the plot and themes with complications and resolutions, time and event sequences through . . .</b> <ul style="list-style-type: none"> <li>a variety of verb tenses to pace the narrative and locate events in time including dialog <ul style="list-style-type: none"> <li>Verbs: be, have, need</li> </ul> </li> <li>Singular and plural nouns <ul style="list-style-type: none"> <li>Pronouns</li> </ul> </li> <li>a variety of short sentence structures to pace the narrative</li> </ul> </li> </ul> <p>Review the summative assessment and major learning tasks to identify the Language Functions and Features.</p>

<b>WIDA ELD Standard (Interpretive)</b>  <i>Expectation</i> <b>Functions</b>	<div data-bbox="394 170 859 285"> <p>You may choose to include an interpretive ELD Standard.</p> </div>
<b>Weekly Activities</b>	<div data-bbox="394 415 1031 1087"> <ul style="list-style-type: none"> <li>• Connect to Language: Students can identify and practice nouns.</li> <li>• Language in Action: Identify nouns in complete sentences in context of a conversation (video).               <ul style="list-style-type: none"> <li>• Listening activity with nouns without videos or pictures</li> <li>• Written practice filling in the blanks</li> </ul> </li> <li>• Connect to Reading: Introduce a poem and have them identify and deconstruct the meaning of a model poem using prompts.</li> <li>• Connect to grammar: variety of verb tenses: HAVE, DO, NEED               <ul style="list-style-type: none"> <li>• Change statements to questions.</li> <li>• Singular and plural nouns                   <ul style="list-style-type: none"> <li>• When to add -es, -ies, and -s</li> </ul> </li> </ul> </li> <li>• Deconstruct the structures of a model poem.               <ul style="list-style-type: none"> <li>• Identify parts of the text.</li> <li>• Underline singular nouns, circle plural nouns.</li> <li>• Highlight verbs.</li> </ul> </li> </ul> </div> <div data-bbox="1068 422 1451 596"> <p>Identify various ways students will engage in the content and language goals.</p> </div>
<b>Materials</b>	<a href="#">WIDA ELD Standards Framework Curriculum Amplification Guide</a> Content curricular materials

See the Fillable Unit Planning Template to create your own unit plan.