

Sample Unit Plan: Immigration

Class: Fifth-grade English language arts (ELA) for multilingual learners

Timeframe: April–June, 2026

Unit Name	Immigration
Content Standards	Michigan K–12 Standards: English Language Arts Grade 5 Writing: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources (Michigan Department of Education, 2010). Grade 5 Speaking and Listening: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (Michigan Department of Education, 2010).
Culminating Task/Unit Assessment	Co-construct a brief presentation for sixth-grade students on immigration focused on the following concepts: immigrant, refugee, legal vs. illegal immigration, migration, diversity, anti-immigration policy, and hardships and challenges faced by immigrants and refugees.
Key Language Use	Inform
WIDA ELD Standard (Expressive) Expectation Functions Features	ELD-LA.4-5.Inform.Expressive Multilingual learners will construct informational texts in language arts that Introduce and define topic and/or entity for audience through - Opening statements to identify type of information (describing comparing/contrasting, classifying, defining) Establish objective or neutral stance through - Declarative statements to provide objective, factual information - Technical word choices to add precise and descriptive information without evaluative language

Weekly Activities	• Students responded to questions about the topic and co-created a community quilt to document their perspectives, knowledge, and input regarding immigration at the beginning of the unit. • Students engaged in read-alouds and discussions on immigration while taking a neutral stance. • Students used the informational text <i>Finding Home: The Journey of Immigrants and Refugees</i> by Jen Sookfong Lee to learn more about why people migrate and the impact migration has on the world. • Students used fiction and non-fiction materials to learn about and discuss stories of immigrants in the United States. • Teacher and students co-created materials on immigration that will be used by sixth-grade teachers as part of a unit on a novel exploring one girl's experiences as an immigrant.
Materials	Narratives and informational texts, Padlet, digital resources (videos), sticky notes, writing tools (Google Workspace)

Michigan Department of Education. (2010). *Michigan K-12 standards: English language arts*.

https://www.michigan.gov/-/media/Project/Websites/mde/Literacy/Content-Standards/ELA_Standards.pdf?rev=0f76588bc2bd48f89165484fa35d2b31