This unit will address the language of the following content areas / WIDA Standards (SiL, LoLA, LoMa, LoSc, LoSS):

**Content connection:** the academic context for language development for this ESL unit includes the following **grade-level** content unit, topic, theme, or cluster of standards:

**Language Content:** Key Academic Practices and Standards

**Performance Definitions**

Language development is fluid and dynamic. Levels are not static, and can be different in different domains.

**Key Academic Practices may be replaced with the state standards themselves.**

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**THINKING SPACE 1: Create Unit-Level Focus Language Goals in the Context of Grade-Appropriate Topics and Standards**

Flexible formula—examples of how to create UbD unit Stage 1 goals (adapt to purpose).

**Focus Language Goal must always include at least a language FUNCTION and a KEY ACADEMIC PRACTICE or content standard stem.**

- **a.** Key Use (macro) + key academic practice
- **b.** Key Use (macro) + micro function + key academic practice
- **c.** Key Use (macro) + state standard stem
- **d.** Key Use (macro) + micro function + key academic practice + content connection

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Please note: “Students may demonstrate a range of abilities within and across each ELP level; second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. Differences in abilities within ELP levels are based upon ELLs’ native language proficiency, their academic background in their first language, and their individual differences. For the purposes of presentation and understanding, the Levels 1–5 descriptors describe proficiency at the end of each ELP level in terms of a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities. At any given point along their trajectories of English learning, ELLs may exhibit some abilities (e.g., speaking skills) at a higher proficiency level while exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular task at a lower proficiency level but need review at the next highest proficiency level when presented with a new or more complex type of task. Since, by definition, ELL status is a temporary status, an ELP level does not categorize a student (e.g., ‘a Level 1 student’), but, rather, identifies what a student knows and can do at a particular stage of ELP (e.g., ‘a student at Level 1’ or ‘a student whose listening performance is at Level 1’)” (Shafer Willner, 2013b).

### THINKING SPACE 2: Language as Action and Contingent Feedback

Consider: If we plan language teaching with the end goal of college and career readiness in mind, we must consciously develop the key academic practices and habits of thinking that support student success in general education and ESL classrooms.

<table>
<thead>
<tr>
<th>1. Established goals</th>
<th>What are the desired learnings/FLGs? (At the lesson level, consider this in terms of your lesson’s language objectives.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Gather evidence</td>
<td>In relation to instructional goals: what do I observe in my students’ work? What can my students currently do?</td>
</tr>
</tbody>
</table>
| 3. Teacher moves     | What do I do with student evidence?  
|                      | Based on observable student actions, how do I plan my next moves to most effectively support my students’ development?  
|                      | What pieces come first, second, third, etc., as we focus on language development through Key Uses of Academic Language and key academic practices?  
|                      | How do I support my students and scaffold their learning? |
|                      | What types of contingent feedback might I give to students based on what I see in their performance?  
|                      | How will my teacher feedback help students take action to achieve established learning goals? |
| 4. Student moves     | For particular purposes, in specific contexts, together with other learners, and with certain outcomes.  
|                      | What types of moves do my students need to make to increase language proficiency and advance toward college and career readiness?  
|                      | What language will I hear and/or read from students as they engage in different activities?  
|                      | How will students monitor and assess their own individual progress toward established goals? |