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Stage 1: Identify Standards, Key Language Uses, Language Expectations
Content Area Standards
Big Idea/Essential Question/Enduring Understandings
Summative Assessment
Key Language Use (KLU needs to match summative assessment)

Language Expectations	Expressive
	Interpretive
Language Functions and Features	

Stage 2: Plan Instructional Sequence and Ways to Support Learning Through Macro and Micro Scaffolding	
Building Knowledge of the Filed Learning Content & Concepts Duration: 2-3 lessons	● Provide opportunities for students to be exposed to an experience before focusing on language or vocabulary through hands on learning, experiences, videos, discussions.
Deconstruction Learning Language of the Genre (Key Language Use) in the Context of the Whole Text Duration: 4-5 lessons	● Identify a mentor text that matches the desired genre of the summative task. In most cases, you will need to write your own mentor text. Use this genre cheat sheet. ● Guide students through the whole text to teach them that texts unfold differently based on their purpose (stories v informational reports v arguments). ● Focus on 1-2 language functions at a time during deconstruction (see WIDA Language Functions and Features as a starting point) ● Discuss the number of paragraphs and why there are so many, what's the job/purpose of each paragraph.[1] ● Provide students with opportunities to learn how language works in the context of the whole text.
Joint Construction Writing text together to match the desired genre[2] Duration: 4-5 lessons	● Guide students in jointly constructing the text drawing on the language features and the whole text organization identified in the Deconstruction.

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[1] Depending on the genre, grade level, the mentor text may only consist of 3-4 sentences. For example, when students are asked to explain how magnetism works in a 3rd grade classroom, they may only need 3 sentences. Not every mentor text needs to have 5 paragraphs; in fact, most texts don't. Some texts, like procedures, don't have paragraphs. Most texts are accompanied by diagrams as part of the whole text.

[2] Joint Construction is different from shared writing because it involves crafting of students' contributions to match the topic, the genre, and the register features, including language features identified in the mentor text during Deconstruction.

Independent Writing	• Students write the text drawing on the knowledge of the genre and the language needed for the genre in the summative task.