

All About Me

A five-day identity and language unit for grades 6-8, WIDA ELD 1-2

ESSENTIAL QUESTION	FINAL PRODUCT
How can I use English to share who I am?	Personal profile poster and short presentation

Teacher overview

This unit creates a safe, structured way for newcomers to practice foundational English while sharing only information they are comfortable sharing. Allow drawing, pointing, home-language rehearsal, or oral answers.

WIDA differentiation: ELD 1 students point, match, copy key words, rehearse orally, and complete one short frame. ELD 2 students identify details, produce simple sentences, and connect ideas with and or because.

WIDA alignment	Materials	Daily routine
ELD Standard 1: Social and Instructional Language Key Language Uses: Narrate and Inform Interpretive: read and view Expressive: speak and write	Paper, pencils, colored pencils, notebooks, and poster paper.	1. Model 2. Point and say 3. Read and view 4. Speak and write

Research and Instructional Foundation

The packet combines complementary frameworks. Each support below has a specific purpose; no single framework is presented as doing all of the instructional work.

Framework	How it appears in the worksheets
WIDA ELD Framework, Grades 6–8	ELD Standard 1; Key Language Uses Narrate and Inform; interpretive reading/viewing and expressive speaking/writing; ELD 1–2 supports based on what learners can do with visual, linguistic, and interactive scaffolds.
CAST UDL Guidelines 3.0	Multiple ways to perceive information and respond: pictures, teacher modeling, bilingual clarification, oral rehearsal, pointing, drawing, and writing. Vocabulary and critical details are clarified and visually highlighted.
Orton-Gillingham / structured-literacy principles	Brief, explicit routines use teacher modeling, syllable awareness, tracing, saying, and writing for cumulative review. This is OG-informed practice, not a complete OG phonics scope and sequence or intervention.
U.S. Department of Education Newcomer Toolkit	Asset-based identity content, a welcoming environment, access to age-respectful learning, home-language rehearsal, and multiple supported ways to participate.

Recommended instructional routine

1. State and model the language goal. 2. Preview the visual and activate prior knowledge. 3. Explicitly teach a small set of words. 4. Read/view together and mark meaning-bearing details. 5. Rehearse orally with a partner or in the home language. 6. Respond by pointing, drawing, speaking, or writing at the appropriate proficiency level. 7. Give brief, actionable feedback.

Primary references

WIDA ELD Standards Framework (2020), Grades 6–8 materials and Can Do Descriptors; CAST UDL Guidelines 3.0; Institute for Multi-Sensory Education descriptions of Orton-Gillingham and explicit, systematic, sequential, multisensory instruction; U.S. Department of Education/NCELA Newcomer Toolkit, Chapter 4.

My Name and Identity

Learning target: I can introduce myself using my name, age, and country.

Language objective: My name is... / I am... / I am from...

Vocabulary

name	nombre
age	edad
country	país
student	estudiante

Do Now - 5 minutes

Draw a small picture of yourself. Write your name under it.

Mini lesson - 8 minutes

1. Read the target.
2. Teach vocabulary with gestures or sketches.
3. Model the sentence frames.

STUDENT READING

My Name and Identity

Hello! My name is Ana. I am 13 years old. I am from the Dominican Republic. I am a student. I speak Spanish and I am learning English.

Read and answer

1. What is the student's name?

2. How old is Ana?

3. Where is Ana from?

4. What language does she speak?

My work

My name is _____. I am ____ years old. I am from _____. I am a student.

Exit ticket

Write two complete sentences about yourself.

My Family and Home

Learning target: I can identify people in my family and describe where I live.

Language objective: I live with... / This is my...

Vocabulary

family	familia
mother	madre
father	padre
sister	hermana
brother	hermano
home	hogar / casa

Do Now - 5 minutes

Circle: sister - teacher - brother - mother - friend.

Mini lesson - 8 minutes

1. Read the target.
2. Teach vocabulary with gestures or sketches.
3. Model the sentence frames.

STUDENT READING

My Family and Home

Luis lives in Boston with his mother, grandmother, and two brothers. His family speaks Spanish at home. Luis helps his grandmother and plays soccer with his brothers.

Read and answer

1. Where does Luis live?

2. Who lives with Luis?

3. What language does the family speak?

4. What does Luis do with his brothers?

My work

Draw and label important people. Write: I live with ____.
This is my ____.

Exit ticket

One important person in my life is my ____.

My Languages and Strengths

Learning target: I can name my languages and one personal strength.

Language objective: I speak... / I can... / I am good at...

Vocabulary

language	idioma
speak	hablar
learn	aprender
strength	fortaleza
helpful	servicial
creative	creativo/a

Do Now - 5 minutes

Write or draw one thing you can do well.

Mini lesson - 8 minutes

1. Read the target.
2. Teach vocabulary with gestures or sketches.
3. Model the sentence frames.

STUDENT READING

My Languages and Strengths

Marta speaks Portuguese and Cape Verdean Creole. She is learning English. Marta is creative and helpful. She can draw, cook with her family, and help new students at school.

Read and answer

1. Which languages does Marta speak?

2. What language is she learning?

3. What are two strengths?

4. How does she help at school?

My work

I speak _____. I can _____. I am _____.

Exit ticket

I am good at _____.

My Likes and Goals

Learning target: I can describe something I like and one goal.

Language objective: I like... / My favorite... / I want to...

Vocabulary

like	gustar
favorite	favorito/a
goal	meta
future	futuro
practice	practicar
improve	mejorar

Do Now - 5 minutes

Choose one: music - sports - art - reading. Write: I like ____.

Mini lesson - 8 minutes

1. Read the target.
2. Teach vocabulary with gestures or sketches.
3. Model the sentence frames.

STUDENT READING

My Likes and Goals

Diego likes music and basketball. His favorite class is science. Diego wants to improve his English reading. He will practice for fifteen minutes each day.

Read and answer

1. What does Diego like?

2. What is his favorite class?

3. What is his goal?

4. How will he work toward the goal?

My work

I like _____. My favorite _____ is _____. My goal is to _____. I will _____.

Exit ticket

Name one goal and one action you can take.

My Personal Profile

Learning target: I can create and present a profile using complete sentences and visuals.

Language objective: Students combine the week's sentence frames.

Vocabulary

profile	perfil
introduce	presentar
information	informacion
proud	orgulloso/a
present	presentar

Do Now - 5 minutes

Review Days 1-4. Star your best sentence.

Mini lesson - 8 minutes

1. Read the target.
2. Teach vocabulary with gestures or sketches.
3. Model the sentence frames.

STUDENT READING

My Personal Profile

A personal profile tells important information about a person. It may include a name, country, languages, family, strengths, interests, and goals. Pictures and labels help the reader understand.

Read and answer

1. What does a profile do?

2. Name three details it may include.

3. How can pictures help a reader?

My work

Create a poster with your name, country, language, important person, strength, interest, goal, and two visuals.

Exit ticket

I used 5+ sentences. I added visuals. I practiced. I spoke clearly.

Five Structured Worksheets

Each three-page lesson moves from visual vocabulary and multisensory word study to supported reading and a differentiated personal response.

Day 1: My Name and Identity

Name: _____

Date: _____

I can: I can introduce myself using my name, age, and country.

Picture Words / Palabras con imágenes



name
nombre



age
edad



country
pais



student
estudiante

1. Word Work / Trabajo con palabras

Read it. Tap the syllables. Trace it. Write it. / Lee. Separa las sílabas. Repasa. Escribe.

name name	nombre	name	_____
student stu - dent	estudiante	student	_____

2. Do Now / Actividad inicial

Draw a small picture of yourself. Write your name under it.

Day 1: Read and Understand / Leer y comprender

Name: _____

Date: _____

3. Look, point, and say / Mira, señala y di



name
nombre



age
edad



country
país



student
estudiante

Say each word with a partner. Point to the picture when you hear the word.
Dí cada palabra con un compañero. Señala la imagen cuando escuches la palabra.

4. Mark and read / Marca y lee

Circle the name. Underline the country.
Encierra en un círculo el nombre. Subraya el país.

NAME
Who?

AGE
How old?

COUNTRY
Where?

LANGUAGE
What language?

Hello! My name is Ana. I am 13 years old. I am from the Dominican Republic. I am a student. I speak Spanish and I am learning English.

Word bank / Banco de palabras: Ana - 13 - Dominican Republic - Spanish

5. Answer / Responde

1. What is the student's name?

Sentence stem / Inicio de oración: Her name is ____.

2. How old is Ana?

Sentence stem / Inicio de oración: Ana is ____ years old.

3. Where is Ana from?

Sentence stem / Inicio de oración: She is from ____.

4. What language does she speak?

Sentence stem / Inicio de oración: She speaks ____.

Day 1: My Response / Mi respuesta

Name: _____

Date: _____

6. My Work / Mi trabajo

My name is _____. I am ____ years old. I am from _____. I am a student.

Your teacher will circle one support level. Say the sentence first; then write.

Tu maestro marcará un nivel de apoyo. Di la oración primero; luego escribe.

ELD 1 · Entering / Inicial — complete with one word

My name is _____.

I am _____ years old.

ELD 2 · Emerging / Emergente — add a detail

My name is _____. I am _____ years old, and I am from _____.

I speak _____, and I am learning English.

Plan or draw / Planea o dibuja

Write one or two sentences / Escribe una o dos oraciones

Exit Ticket

Ficha de salida

Write two complete sentences about yourself.

Day 2: My Family and Home

Name: _____

Date: _____

I can: I can identify people in my family and describe where I live.

Picture Words / Palabras con imágenes



family
familia



home
hogar



mother
madre



brother
hermano

1. Word Work / Trabajo con palabras

Read it. Tap the syllables. Trace it. Write it. / Lee. Separa las sílabas. Repasa. Escribe.

family fam - i - ly	familia	family	_____
home home	hogar	home	_____

2. Do Now / Actividad inicial

Circle: sister - teacher - brother - mother - friend.

Day 2: Read and Understand / Leer y comprender

Name: _____

Date: _____

3. Look, point, and say / Mira, señala y di



family
familia



home
hogar



mother
madre



brother
hermano

Say each word with a partner. Point to the picture when you hear the word.
Dí cada palabra con un compañero. Señala la imagen cuando escuches la palabra.

4. Mark and read / Marca y lee

Circle the family words. Underline the place.
Encierra en un círculo las palabras sobre la familia. Subraya el lugar.

PLACE Where?	FAMILY Who?	LANGUAGE What language?	ACTION What does he do?
Luis lives in Boston with his mother, grandmother, and two brothers. His family speaks Spanish at home. Luis helps his grandmother and plays soccer with his brothers.			

Word bank / Banco de palabras: Boston - mother - grandmother - brothers - Spanish - plays soccer

5. Answer / Responde

1. Where does Luis live?

Sentence stem / Inicio de oración: Luis lives in ____.

2. Who lives with Luis?

Sentence stem / Inicio de oración: Luis lives with ____.

3. What language does the family speak?

Sentence stem / Inicio de oración: The family speaks ____.

4. What does Luis do with his brothers?

Sentence stem / Inicio de oración: Luis ____ with his brothers.

Day 2: My Response / Mi respuesta

Name: _____

Date: _____

6. My Work / Mi trabajo

Draw and label important people. Write: I live with _____. This is my _____.

Your teacher will circle one support level. Say the sentence first; then write.

Tu maestro marcará un nivel de apoyo. Di la oración primero; luego escribe.

ELD 1 · Entering / Inicial — complete with one word

I live with _____.

This is my _____.

ELD 2 · Emerging / Emergente — add a detail

I live with _____.

An important person in my family is _____ because _____.

Plan or draw / Planea o dibuja

Write one or two sentences / Escribe una o dos oraciones

Exit Ticket

Ficha de salida

One important person in my life is my _____.

Day 3: My Languages and Strengths

Name: _____

Date: _____

I can: I can name my languages and one personal strength.

Picture Words / Palabras con imágenes



language
idioma



speak
hablar



strength
fortaleza



creative
creativo/a

1. Word Work / Trabajo con palabras

Read it. Tap the syllables. Trace it. Write it. / Lee. Separa las sílabas. Repasa. Escribe.

language lan - guage	idioma	language	_____
creative cre - a - tive	creativo/a	creative	_____

2. Do Now / Actividad inicial

Write or draw one thing you can do well.

Day 3: Read and Understand / Leer y comprender

Name: _____

Date: _____

3. Look, point, and say / Mira, señala y di



language
idioma



speak
hablar



strength
fortaleza



creative
creativo/a

Say each word with a partner. Point to the picture when you hear the word.
Dí cada palabra con un compañero. Señala la imagen cuando escuches la palabra.

4. Mark and read / Marca y lee

Circle the languages. Underline the strengths.
Encierra en un círculo los idiomas. Subraya las fortalezas.

LANGUAGES Which?	LEARNING What?	STRENGTHS Which?	HELP How?
Marta speaks Portuguese and Cape Verdean Creole. She is learning English. Marta is creative and helpful. She can draw, cook with her family, and help new students at school.			

Word bank / Banco de palabras: Portuguese - Cape Verdean Creole - English - creative - helpful - new students

5. Answer / Responde

1. Which languages does Marta speak?

Sentence stem / Inicio de oración: Marta speaks ____ and ____.

2. What language is she learning?

Sentence stem / Inicio de oración: She is learning ____.

3. What are two strengths?

Sentence stem / Inicio de oración: Marta is ____ and ____.

4. How does she help at school?

Sentence stem / Inicio de oración: She helps ____.

Day 3: My Response / Mi respuesta

Name: _____

Date: _____

6. My Work / Mi trabajo

I speak _____. I can _____. I am _____.

Your teacher will circle one support level. Say the sentence first; then write.

Tu maestro marcará un nivel de apoyo. Di la oración primero; luego escribe.

ELD 1 · Entering / Inicial — complete with one word

I speak _____.

I can _____.

ELD 2 · Emerging / Emergente — add a detail

I speak _____ and _____.

One of my strengths is _____ because I can _____.

Plan or draw / Planea o dibuja

Write one or two sentences / Escribe una o dos oraciones

Exit Ticket

Ficha de salida

I am good at _____.

Day 4: My Likes and Goals

Name: _____

Date: _____

I can: I can describe something I like and one goal.

Picture Words / Palabras con imágenes



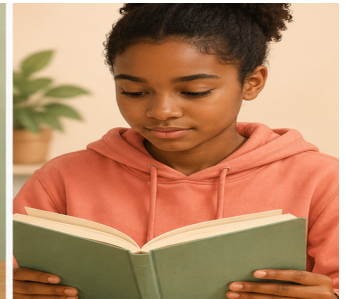
like
gustar



sport
deporte



goal
meta



practice
practicar

1. Word Work / Trabajo con palabras

Read it. Tap the syllables. Trace it. Write it. / Lee. Separa las sílabas. Repasa. Escribe.

favorite fa - vor - ite	favorito/a	favorite	_____
practice prac - tice	practicar	practice	_____

2. Do Now / Actividad inicial

Choose one: music - sports - art - reading. Write: I like ____.

Day 4: Read and Understand / Leer y comprender

Name: _____

Date: _____

3. Look, point, and say / Mira, señala y di



like
gustar



sport
deporte



goal
meta



practice
practicar

Say each word with a partner. Point to the picture when you hear the word.
Dí cada palabra con un compañero. Señala la imagen cuando escuches la palabra.

4. Mark and read / Marca y lee

Circle what Diego likes. Underline his action.
Encierra en un círculo lo que le gusta a Diego. Subraya la acción que realizará.

LIKES
What?

FAVORITE
Which class?

GOAL
What goal?

ACTION
What will he do?

Diego likes music and basketball. His favorite class is science. Diego has a goal: he wants to improve his English reading. He will practice for fifteen minutes each day.

Word bank / Banco de palabras: music - basketball - science - improve reading - practice

5. Answer / Responde

1. What does Diego like?

Sentence stem / Inicio de oración: Diego likes ____.

2. What is his favorite class?

Sentence stem / Inicio de oración: His favorite class is ____.

3. What is his goal?

Sentence stem / Inicio de oración: His goal is ____.

4. How will he work toward the goal?

Sentence stem / Inicio de oración: He will ____.

Day 4: My Response / Mi respuesta

Name: _____

Date: _____

6. My Work / Mi trabajo

I like _____. My favorite _____ is _____. My goal is to _____. I will _____.

Your teacher will circle one support level. Say the sentence first; then write.

Tu maestro marcará un nivel de apoyo. Di la oración primero; luego escribe.

ELD 1 · Entering / Inicial — complete with one word

I like _____.

My goal is _____.

ELD 2 · Emerging / Emergente — add a detail

I like _____ because _____.

My goal is to _____, and I will _____.

Plan or draw / Planea o dibuja

Write one or two sentences / Escribe una o dos oraciones

Exit Ticket

Ficha de salida

Name one goal and one action you can take.

Day 5: My Personal Profile

Name: _____

Date: _____

I can: I can create and present a profile using complete sentences and visuals.

Picture Words / Palabras con imágenes



profile
perfil



information
informacion



visual
imagen



present
presentar

1. Word Work / Trabajo con palabras

Read it. Tap the syllables. Trace it. Write it. / Lee. Separa las sílabas. Repasa. Escribe.

profile pro - file	perfil	profile	_____
information in - for - ma - tion	información	information	_____

2. Do Now / Actividad inicial

Review Days 1-4. Star your best sentence.

Day 5: Read and Understand / Leer y comprender

Name: _____

Date: _____

3. Look, point, and say / Mira, señala y di

			
profile perfil	information informacion	visual imagen	present presentar

Say each word with a partner. Point to the picture when you hear the word.
Dí cada palabra con un compañero. Señala la imagen cuando escuches la palabra.

4. Mark and read / Marca y lee

Circle three profile details. Underline how pictures help.
Encierra en un círculo tres datos del perfil. Subraya cómo ayudan las imágenes.

PROFILE What is it?	DETAILS What belongs?	VISUALS How do they help?
A personal profile tells important information about a person. It may include a name, country, languages, family, strengths, interests, and goals. Pictures and labels help the reader understand.		
Word bank / Banco de palabras: information - name - country - languages - pictures - labels		

5. Answer / Responde

1. What does a profile do?

Sentence stem / Inicio de oración: A personal profile ____.

2. Name three details it may include.

Sentence stem / Inicio de oración: A profile may include ____, ____, and ____.

3. How can pictures help a reader?

Sentence stem / Inicio de oración: Pictures help the reader ____.

Day 5: My Response / Mi respuesta

Name: _____

Date: _____

6. My Work / Mi trabajo

Create a personal profile with important information and two visuals.

Your teacher will circle one support level. Say the sentence first; then write.

Tu maestro marcará un nivel de apoyo. Di la oración primero; luego escribe.

ELD 1 · Entering / Inicial — complete with one word

My name is _____. I am from _____.

I speak _____. I like _____.

ELD 2 · Emerging / Emergente — add a detail

My name is _____, and I am from _____.

I speak _____. I am proud of _____ because _____.

Plan or draw / Planea o dibuja

Write one or two sentences / Escribe una o dos oraciones

Exit Ticket

Ficha de salida

I used 5+ sentences. I added visuals. I practiced. I spoke clearly.

Personal Profile Checklist

☐ Name and country	☐ At least one language
☐ An important person	☐ One strength
☐ One interest	☐ One goal
☐ Five complete sentences	☐ Two or more visuals

Simple scoring guide

4 - Ready	Complete, clear, independently presented
3 - Progressing	Mostly complete with minor support
2 - Developing	Some information; frequent support
1 - Beginning	Visuals or home language show understanding

Heavy-support scaffold

Use picture choices, read every direction aloud, reduce writing to one frame at a time, and let students copy from a completed teacher model.

Core frames

My name is _____. I am from _____. I speak _____. I like _____. I can _____. My goal is _____.

Teacher answer support

Reading answers appear directly in each short text. Accept copied words, labeled drawings, oral responses, or complete sentences according to proficiency.