MATSOL CONFERENCE
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Next Generation ESL Project:
ESL Model Curriculum Units *Drafts*

Contents

Note: *you will not be receiving the project's complete and finished documents today – that will happen with the full project rollout in the summer. Today you are receiving parts of drafts so you can have an idea of what's being developed.*

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ESL MCU Frequently Asked Questions

Dear Colleagues,

For the past year, a cross-disciplinary, district-based statewide Planning Committee representing over 65% of ELLs in the Commonwealth has been meeting to develop ESL Model Curriculum Units (ESL MCUs) as well as a framework for developing collaborative ESL curriculum. Key partners in the project have included MATSOL, the Northeast Comprehensive Center/WestEd, and WIDA, as well as additional consultations with local and national experts from across the disciplines. The ESL MCUs, along with new policy and guidance, are an important component of a larger Department initiative that has the potential to restructure language education in the state. The expected release date for this is June of 2016.

ESL MCU roll out will include:

- 14 ESL MCUs at the foundational level, encased in a continuous improvement cycle (e.g., a Plan, Do, Study, Act cycle);

- A Resource Guide for collaborative, language-driven curriculum development, including:
    - Theoretical background
    - Curricular continuous improvement cycle
    - Rationale and explication of Collaboration Tool
    - Guided, annotated unit plan (includes tools, processes, protocols)
    - Guided, annotated lesson plan (includes tools, processes, protocols
    - Appendixes: ELLs & text selection, assessment framework of the ESL MCU, considerations for dually identified students (ELL/SWD), PLCs, glossary, bibliography.

- ESL MCU Facilitator Training (ESL MCU FacT) – Newly minted trainers will be equipped to facilitate a collaborative ESL curriculum development process in districts. We encourage districts to adopt or adapt the collaborative ESL curriculum development process, and to prepare to embed related professional development offerings in 2016-17 and beyond.

Our hope is that, as you engage in planning for 2016-17, you will take this new, significant resource into account as you carve out a space to create/sustain a collaborative professional culture centered on high quality, Next Generation language curriculum and instruction.

FREQUENTLY ASKED QUESTIONS

1. **WHAT IS NEXT GENERATION ESL?**
   Next Generation ESL is language-driven instruction in the context of the Massachusetts Curriculum Frameworks. It reflects the latest research in the field of language acquisition. At all proficiency levels, language is taught within the rich, meaningful circumstances of key academic practices, and the teacher purposefully positions language instruction to develop key academic habits of thinking. Next Generation ESL intentionally develops critical thinking and fosters depth of knowledge to support language development and academic achievement.

Next Generation ESL expects deeper, more responsive curricular planning as well as a contingent pedagogy based on student need. It demands more complex learning activities and increased cognitive rigor. This kind of teaching requires cross-disciplinary collaborative practices.

Summary of ESL Instruction

ESL is the dedicated time each day, in addition to content subject matter, where language, language goals, and language growth are the primary instructional focus. It should be tied cohesively and planned strategically in tandem with the key language demands of the core content areas, key academic practices, and the key uses of academic language.

While more sophisticated language use is a goal for ALL students and the responsibility of all teachers, Next Generation ESL meets ELL students at their level of proficiency with a qualified language expert (the ESL teacher), and moves them skillfully through the increasingly complex progression of language development in the WIDA performance continuum. Grade and age appropriate content themes, practices, standards, and language expectations serve as the context for language development in ESL.

ESL vs. SCI: Ending the confusion

- *According to the OELAAA's new [Guidance Document](#), the comprehensive language program is titled Sheltered English Immersion (SEI). This is comprised of two coherent components: English as a Second Language (ESL) and Sheltered Content Instruction (SCI).*

> **SEI Program = ESL** *(ESL License)* **& SCI** *(Content License and SEI Endorsement)*

- *Each component of the bifurcated SEI system, ESL and SCI, have different primary purposes. While the two components are different, districts need to acknowledge and support that both contribute to an ELL's program and academic success.*
- *ESL does not happen instead of content, but in addition to core content. Whether ESL happens in a push-in or pull-out setting, districts should develop an action plan for EL students to receive both sheltered content and ESL.*
- *Language and content are instructional considerations for planning in both ESL and core content classrooms. Each has a different driving instructional focus, but both must incorporate language and content in different ways and amounts, and with the different levels of expertise and qualifications of teachers.*
- *Districts will need to support program coherence between ESL and SCI, as well as important collaboration between content and language educators. They are essential for success.*

2. WHAT IS AN ESL MCU?

The Massachusetts ESL Model Curriculum Units (MCUs) are exemplars of ESL units that incorporate best curricular practices and the latest research in language acquisition.

They take a functional approach to language teaching and are organized around WIDA's Key Uses of Academic Language. ESL MCUs focus on systematic, explicit, and sustained language development within the context of the key academic practices of the Massachusetts Curriculum Frameworks. Each ESL MCU connects to key linguistic demands from an existing content MCU (ELA, Math, Social Studies, Science), but the purpose of the ESL units remains that of focused and dedicated language study.

3. WHO WAS INVOLVED IN THE ESL MCU PROJECT?

*OELAAA worked closely with **MATSOL** to develop, launch, and manage the project. The **Northeast Comprehensive Center / WestEd** offered capacity-building support. Consultations and collaborations took place with experts from across the nation: **WIDA**, Jay **McTighe** (UbD), **CAST**, as well as others. Most importantly, a **Planning Committee** was assembled with **language and content experts** from across the state: ESL **directors**, language and content **teachers, curriculum specialists**, representatives from **higher education, state collaboratives**, as well as experts with a **SPED** lens. This was a field-based, deeply collaborative process, and at the state level it included the Department's **Curriculum and Instruction** experts who worked on **Humanities** and **STEM MCUs**. The Planning Committee included approximately 20 districts, and the piloting of units added another 12 (low, mid, and high incidence). Overall, over 70% of ELLs in the state are represented in the Project.*

THE BOTTOM LINE:

- *This is about equitable access and opportunity to learn.*
- *This project provides:*
    - *a vision for coherent language programming through clarification of the role of the ESL teacher and the components of the SEI program (ESL and SCI);*
    - *a framework for language specialists to develop ESL curricula in collaboration with content specialists;*
    - *tools and processes for deepening practice around language curriculum and instruction*
    - *a capacity-building approach for local districts that includes resources, processes, and professional development support;*
    - *a response to educator request for support in these areas.*
- *Stakeholders in this process include:* students, parents, teachers, administrators, the Department, the community (local, workforce, and nation), higher education, etc.

- **This will require systematic shifts**. It is part of a large initiative – we need to help all educators to understand the research base, and how inclusion of local and national experts and educators informed this direction for language education.

- Consider what structural shifts will need to take place in order for:
    - All districts and educators to understand and support a coherent, comprehensive language program (SCI + ESL= SEI)?
    - Ensure that collaborative practices happen regularly during the school day?
    - What resources will this require?
    - What additional supports do you need?

Draft Table of Contents for Next-Generation ESL Curriculum Resource Guide (RG)

RG SECTION 1: Introduction to Next-Generation ESL Project: ESL MCUs

1.1 About the Next Generation ESL Project
1.2 Massachusetts Context
1.3 A Changing Landscape
1.4 Curricular Structure

1.1 About the Next Generation ESL Project: Model Curriculum Units

The population in Massachusetts public schools is rapidly changing. In the past fifteen years, the number of children who arrive at our schools speaking languages other than English has grown more than eighty percent. In fact, English language learners (ELLs) are the only subgroup of our student population that is growing. Currently, they experience the largest achievement gaps and have the highest dropout rate of any student subgroup in the Commonwealth.

Strengthening teaching and learning for ELLs is central to closing the proficiency gap, and one of ESE's key goals. The Rethinking Equity and Teaching for English Language Learners (RETELL) initiative is a multifaceted and comprehensive approach designed to provide ELLs access to effective instruction and to close the proficiency gap. As part of the RETELL initiative, in 2014, Commissioner Chester named the development of model ESL curriculum as one of his priorities, and established a formal project that began in late May 2014.

OELAAA led the field-based "Next Generation ESL Project: Model Curriculum Units" (ESL MCU) in a key partnership with the Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL). In addition to the participation of over 30 districts, the project was also resourced with assistance from partnerships with organizations such as the Northeast Comprehensive Center/WestEd, WIDA, and the Center for Applied Special Technology (CAST). Additional collaborations and consultations included state and national experts.

The work began with the establishment of a district-based, Planning/Advisory Committee representing over 65% of ELLs in the state. The Committee was comprised of a cross-disciplinary mix of stakeholders in various roles. It included ESL and content teachers; ELL program directors; state collaboratives; language consultants; representatives from higher education, and from the special education field. At the state level, the ESL MCU team worked closely with the Curriculum & Instruction Department (Literacy, Humanities, and STEM). With the addition of writing and piloting teams, the project ultimately incorporated input and feedback from over 30 districts representing a range of high, mid, and low incidence populations from various regions of the state. As exemplified by the composition of its teams, the Next Generation ESL MCU Project embodies a long-term vision for strengthening relationships to support collaborative practices at all levels: state, district, school, and classroom.

The Commissioner set forth the charge to: a) produce recommendations on ESL curriculum development; b) create model curriculum units for the use of educators in the state; and c) share the process itself for future use by districts and schools. See XX for a full description of the planning committees' activities. Deliverables include:

- *Definition of the Focus of ESL Instruction in Massachusetts:* This document clarifies what is currently expected of the ESL teacher given the changing roles[1] of ESL and content educators in light of current

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[1] See, for example, TESOL's "Implementing the Common Core for English Learners: The Changing Role of the ESL Teacher." (2013).

standards (WIDA and the Frameworks) and regulations (please refer to the most recent document for guidelines: Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, August 2015.) Consideration was given to how federal and state law, policy, guidance, as well as local conditions and student need affect our practice.

- *Collaboration Tool:* A multi-layered, multi-purpose tool that helps curriculum writers operationalize WIDA standards in conjunction with the Frameworks. This tool highlights the need for language/content collaboration and helps teachers prioritize and strategically plan around Key Uses of Academic Language[2] in the context of the Key Academic Practices.[3] The goal is to support curricular planning with the intentional, simultaneous development of language and the analytical practices embedded in the Frameworks. The Collaboration Tool is the pre-step to our unit template, and helps teachers create clear, standards-based language learning goals for UbD stage 1.

- *ESL Model Curriculum Units (ESL MCUs):* The 14 ESL MCUs span grades K-12 and, based on educator request, were designed with the Foundational ESL levels in mind (WIDA ELP 1 to low 3). The model ESL units are focused on systematic, explicit, and sustained language development within the context of the Frameworks. Each ESL MCU connects to key linguistic demands from an existing content area Model Curriculum Unit (ELA, Math, Social Studies, Science), but the primary purpose of these ESL units is that of focused and dedicated language study. They encourage a contingent pedagogy, and the simultaneous development of language, standards-based concepts, and analytical practices.

  The units are encased in a continuous improvement cycle to highlight the idea that curriculum should be a living document, and that instructional design must always adapt to changing conditions and student need. A flexible but practical process of careful planning and delivery of effective instruction is essential in addressing the complex challenge ELLs face when simultaneously learning English and demanding, grade-level academic content.

- A *Unit Rubric* for reviewing quality of ESL curriculum that is aligned to WIDA and the Frameworks.

- This comprehensive *Next Generation ESL Curriculum Resource Guide* that includes: a "how-to" use the project's curriculum design framework; a continuous improvement cycle that prompts critical questioning and strategic choice-making in instructional design; the collaborative tools, processes, and protocols used in the development of model units; a sample structure and sequence for a professional learning community (PLC); guidance regarding assessment of dually identified students (ELL with a disability); etc.

- *Professional Development & additional supports:* The Planning Committee, Writing, and Piloting Teams attended various professional development sessions and received curriculum coaching. The *ESL MCU Facilitator Training* (ESL MCU FacT) will be available to educators across the Commonwealth (for more information on current offerings, please visit the OELAAA Professional Development page.) Newly

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[2] Center for Applied Linguistics. Introduction to the Key Uses. Unpublished White Paper. Center for Applied Linguistics, Washington, D.C. Based on Wright, L. & Musser, S. (2014). *Operationalizing Key Uses of Academic Language for Test Development*. Unpublished White Paper. Center for Applied Linguistics, Washington, D.C.
Also see: WIDA. The WIDA Consortium English Language Proficiency Assessment Framework. Oct 22, 2014. Prepared by CAL. *Make decisions on style guide and revise citations accordingly throughout.*

[3] Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Stanford, CA: Stanford University.
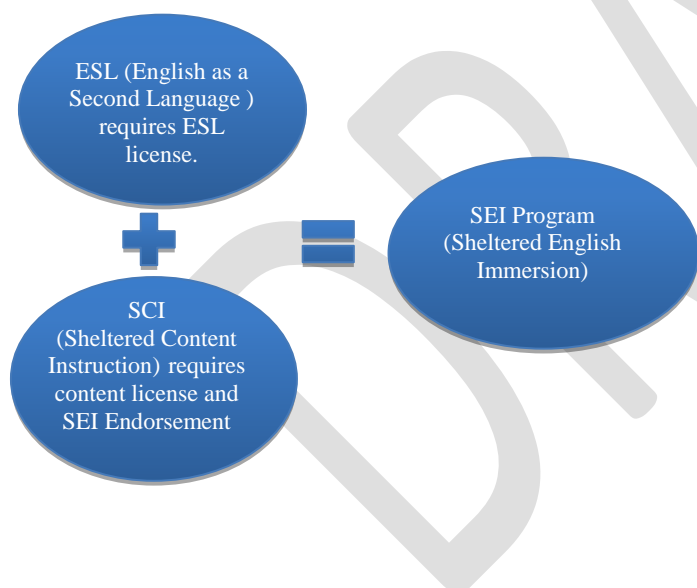
minted trainers will be equipped to facilitate the collaborative ESL curriculum development process in districts. Additional supports include narrated PowerPoint presentations, on-demand digital training modules, and other curated resources.

1.2 Massachusetts Context for Next Generation ESL Project: Model Curriculum Units

According to federal and state law, ELLs have a right to an equal educational opportunity.[4] They need instruction that is appropriate for their individual language proficiency level; that allows them to develop English language proficiency; and that affords them equal access to rigorous content area instruction and academic achievement. In addition to federal laws, districts in Massachusetts must follow state guidelines for ELL programs.

Under current interpretation of state law, with limited exceptions, districts are required to provide Sheltered English Immersion (SEI)[5] to ELLs until they are proficient in English. Other language development programs in Massachusetts include Dual Language (DL)[6] and Transitional Bilingual Education (TBE). Regardless of the program model (SEI, DL, TBE, etc.) districts must provide ELL students with both grade-level academic content and ESL instruction that is aligned to WIDA and to the Frameworks.

It is important to highlight that in Massachusetts, the SEI program has two simultaneous instructional components. Both are necessary, and together they make up a comprehensive language program model that includes the two parts: Sheltered Content Instruction (SCI) *and* English as a Second Language (ESL).

ESL (English as a Second Language) requires ESL license.

SCI (Sheltered Content Instruction) requires content license and SEI Endorsement
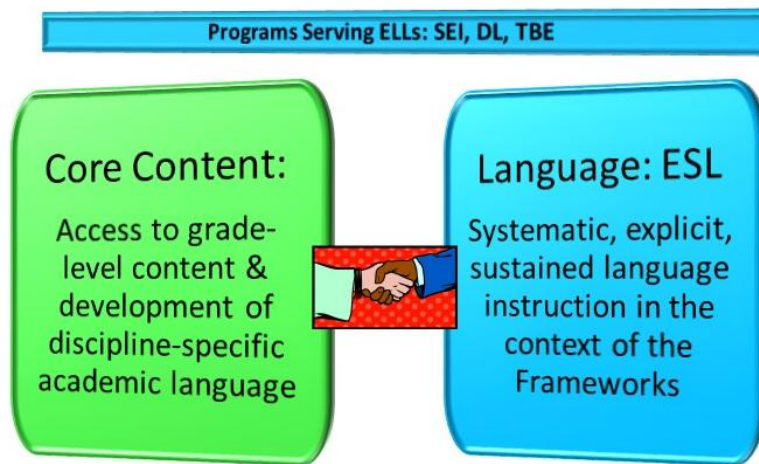
SEI Program (Sheltered English Immersion)

In this conception of the SEI program, ESL offers systematic, explicit, and sustained language instruction in the context of the Frameworks, and SCI offers access to grade-level content as well as development of discipline-specific academic language. A full Definition of the Focus of ESL in Massachusetts can be found in the X section of this guide.

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[4] ASPIRA Consent Decree, 1974; *Castañeda v. Pickard*, 1981; Equal Opportunities Education Act; *Lau v. Nichols*, 1974. Also see the U.S. Department of Education's English Learner Toolkit.

[5] In Massachusetts, Chapter 386 of the Acts of 2002, legislated in response to a public referendum popularly known as Question 2, mandates instruction for ELLs be provided primarily in English, using sheltered English immersion (SEI). According to Chapter 71A of the Massachusetts General Laws (G.L. c. 71A), all students classified as ELLs must be educated in an SEI program, unless a program waiver is sought for another program model.

[6] For Dual Language guidance, please see X

Programs Serving ELLs: SEI, DL, TBE

Core Content: Access to grade-level content & development of discipline-specific academic language

Language: ESL Systematic, explicit, sustained language instruction in the context of the Frameworks

Language is acquired in all classrooms as students engage with Key Academic Practices, analytical skills, and conceptual development embodied in the Frameworks. However, the Planning Committee believes that SCI and content accessibility alone does not provide sufficient dedicated focus, support, or assistance with the language and literacy instruction ELLs need to develop to reach the kind of linguistic complexity demanded by the MA Curriculum Frameworks, especially when those ELLs are at the foundational levels.[7]

Although good language instruction in the general education class can benefit both ELLs and proficient speakers, ELLs, especially at the foundational level, have an added language need that is clearly different than that of proficient speakers. Dedicated ESL instruction, with its systematic, explicit, and sustained focus on language and literacy[8] in the rich context of the Frameworks is designed to give ELLs the additional linguistic supports they need.

Language and content are instructional considerations for planning in both ESL and SCI.[9] Each component of the program has a different driving instructional focus, but both must incorporate language and content in different ways and amounts, and with the different levels of expertise and qualifications of the corresponding teachers. Each component of the bifurcated SEI system in Massachusetts, ESL and SCI, has a different primary purpose, but both components contribute to the ELL's academic success.

Similarly, the instruction of language and content within Dual Language programs (TWI and TBE) have different primary foci. They include the development of each target language; sheltered content learned in those languages; as well as explicit and intentional bridging [10] between both languages where the teacher strengthens the dual and cross-linguistic repertoires of students. For more information and guidance on Dual Language programs, please visit X.

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[7] See Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English Language Development - Guidelines for Instruction. American Educator, 37(2), 13-25.
See also and The Council of the Great City School's A Framework for Raising Expectations and Instructional Rigor for English Language Learners.
[8] WIDA Essential Action #5 (**Focus on the developmental nature of language learning within grade-level curriculum) includes consideration of how** students develop language and literacy skills at different rates and in different sequences. This becomes especially important as students acquire an additional language at different ages and at varying rates. Therefore, literacy is a fundamental concern of the ESL teacher.
[9] WIDA Essential Actions: #4 (Connect language and content to make learning relevant and meaningful for ELLs),# 6 (Reference content standards and language development standards in planning for language learning.), #11 (Plan for language teaching and learning around discipline-specific topics), and #14 (Coordinate and collaborate in planning for language and content teaching and learning.).
[10] Beeman, K., & Urow, C. (2013). Teaching for Biliteracy. Philadelphia, PA: Caslon.

We can support English development to advanced levels by raising students' consciousness about language, drawing their attention to particular language choices and uses, and providing opportunities for explicit learning about language, also known as metalinguistic knowledge.[11] In themselves, the metalinguistic and metacognitive knowledge that results from explicit language instruction attends to higher-order thinking skills, and crosses academic disciplines. Again, in all program models, ESL, as we define it in our guidance, does not happen *instead* of content instruction but *in addition* to core content. This model ESL curriculum, and the guidance contained herein, acknowledges the necessity for effective integration of language and content in each instructional component. Additionally, this careful integration supports ESL's focus on language, and can be contextualized within a range of delivery approaches and program models.

Program coherence and cross-disciplinary collaboration are crucial for success in any of our programs. ESL and content teachers need support, strategies, professional development, and mechanisms in place to be able to work collaboratively. SEI and core content teachers have been engaged in the SEI Endorsement coursework, SEI Extending the Learning mini-courses, as well as WIDA workshops, learning more about language development in their content. Likewise, in order to be effective, ESL, TBE, and DL teachers must be supported in continuously increasing their knowledge of the curriculum Frameworks, language and literacy development, and instructional design and delivery practices. New guidance for TBE and Dual Language programming is forthcoming.

1.3 A CHANGING LANDSCAPE AND A REDEFINITION OF ROLES

The 2011 adoption of the Common Core State Standards (CCSS) into the Massachusetts Curriculum Frameworks precipitated the need to update the state's ESL standards as well as their accompanying annual summative English language proficiency assessment in order to comply with federal mandates specifying that both (ESL standards and assessment) must be aligned with State academic standards.[12] Thus, among other initiatives, in 2012 Massachusetts joined the WIDA Consortium and adopted its large-scale English language proficiency assessment, ACCESS.
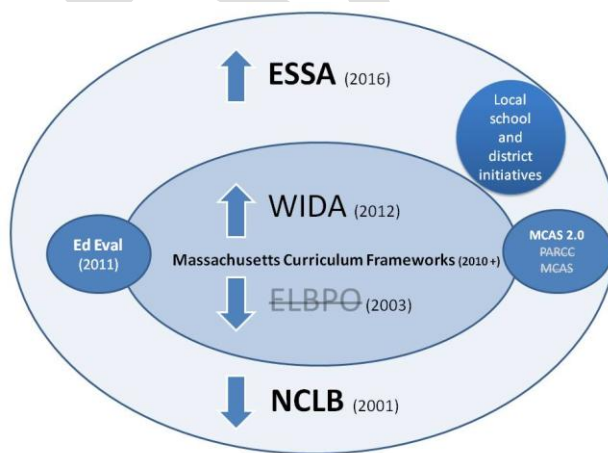
Given the context of the shifting educational landscape and multiple competing narratives regarding roles and responsibilities of content and ESL teachers, one of the first questions the Planning Committee needed to

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[11] Schleppegrell, Mary. "Content-based Language Teaching with Functional Grammar in the Elementary School." *Language Teaching*. 1st ed. Vol. 49. N.p.: Cambridge UP, n.d. 116-28. Print.

[12] NCLB Section 1111 (b)(1)(F) and 1111 (b)(2)(G) http://www.ed.gov/essa

contend with was: how do we define the role, responsibility, and scope of work of the ESL teacher in Massachusetts? Non-negotiable items for consideration included:

a. Local Massachusetts law, policy, and regulation around ESL; Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, August 2015.
b. MA Curriculum Frameworks;
c. WIDA English Language Development standards;
d. New RETELL endorsement for content teachers;
e. New license requirements for ESL teachers;
f. Guidelines for the Professional Standards of Teachers
g. The Massachusetts Framework for Educator Evaluation

The first task of the ESL MCU Planning Committee involved clarifying ESL in the context of all of these standards, guidelines and requirements. The result was new, clear guidance defining the focus of ESL instruction. The new *Definition of the Focus of ESL Instruction in Massachusetts* can be found here.

1.4 Curricular Structure

In order to develop the structure and process for the design of the ESL MCUs the Planning Committee tackled the following:

1. ***Choosing a Curricular Structure***
   The planning committee examined various examples of ESL curricula at state and national levels and identified key components that the MA ESL model units should contain, informed again by broad research and state and national experts.[13]

2. ***Designing ESL MCU template***
   One project requirement was alignment with the pre-existing initiative for content area Model Curriculum Units. The Planning Committee's task then, was to model curricular thinking processes dedicated to systematic language development using the Understanding by Design (UbD) model.

3. ***Revising UbD model***
   A backward design approach immediately presented two questions:

   1. How and where does the WIDA framework merge and integrate with the UbD process and template?
   2. How can we create clear learning Focus Language Goals for Stage 1 of the UbD process?

   To solve question 1, the Planning Committee reviewed, revised, and developed various iterations of the UbD template (including a model developed in a MATSOL-Brockton initiative), and consulted with Jay Mctighe. You can see the final ESL MCU Unit Template as well as the Guided, Annotated Version of the ESL MCU Unit Template in section X of this guide.

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[13] See bibliography.

The second question posed a greater challenge: given the nature of the broad, generative, and dynamic WIDA standards, how does the ESL teacher create clear, concrete, and measurable language learning goals for Stage 1 of the UbD process? There are many considerations around this question. At this point, we will simply mention that we must set goals for our students and for our teaching, yet we must keep in mind the wide variability that characterizes language development. *(For more on the development of Focus Language Goals for Stage 1 of UbD please visit X section of this Guide.)*

4. ***Addressing the Challenges of the WIDA standards***.

    The WIDA standards are "dynamic" and "generative," so they can in a way "attach" to whatever content standards a particular state has adopted. Whereas on one hand this offers great flexibility, members of WIDA's research team have noted that "the ambiguous and generative nature of the WIDA ELD standards adds another layer of work to create [another] set of standards which forces teachers to create shortcuts" (Westerlund, 2014),[14] and that "the standards do and will continue to have important limitations…. The abstractness and flexibility that characterize them are a significant drawback to their use by many ESL and most general education teachers" (Mole, 2013).[15] Other noted researchers in the field of language acquisition concur that while the WIDA Standards Framework has some strengths, it does not offer "the descriptions of linguistic and discourse features with the degree of specificity necessary for teachers to create ELD curricula" (Bailey & Huang, 2011).

    The ESL MCU Planning Committee, representing the largest ELL districts in the state, and greatest numbers of ELL educators, acknowledged that WIDA offers many useful tools to the field, but also reported that many of the Commonwealth's educators feel that the WIDA standards and framework are not sufficiently streamlined and concrete to contribute in a user-friendly way to the Massachusetts model of standards-based, UbD curricular planning, which includes SMART goals and has potential implications for district-determined measures (DDMs) and educator evaluation. This field-driven challenge of using the WIDA framework for curriculum planning in the context Massachusetts public schools led to this project. The ESL MCU Planning Committee established as one of its primary charges to develop possible solutions to help educators better operationalize the WIDA standards within our state context. WIDA also continues to develop new resources for educators and to refine its framework based on ongoing research, implementation across multiple consortia contexts, and feedback from Consortium members. For example, WIDA's Can Do Descriptors: Key Uses Edition, was released as this document was going into publication.

The Planning Committee is well aware that more empirical research is needed in the area of K-12 academic language development for ELLs (Anstrom, DiCerbo, Butler, Katz, Millet, & Rivera, 2010).[16] Nevertheless, our students are in front of us now, and therefore we must continue to use current research, as well as to continue experimenting, learning, developing, and improving tools to support educators and students.

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[14] *Westerlund, R. (2014). Lost in Translation: a Descriptive Case Study of a K-5 Urban Charter School Implementing WIDA English Language Development.* (Unpublished doctoral dissertation). Bethel University, St. Paul, Minnesota.

[15] Molle, D. (2013). *Implementation of the English language proficiency standards across the WIDA Consortium* (WIDA Research Report). Madison, WI: WIDA Consortium.

[16] Anstrom, K., Butler, F., DiCerbo P., Katz, A., Millet, J., Rivera, C, & The George Washington University Center for Equity and Excellent in Education. (2010). A Review of the Literature on Academic English: Implications for K-12 English Language Learners. Arlington, VA: The George Washington University Center for Equity and Excellent in Education.

Bailey and Huang have recommended that, notwithstanding limitations to the research base, augmentation of a limited set of key standards with detailed learning progressions for specific aspects of academic English "could have the potential to powerfully augment existing standards so that students can access them for their learning needs and teachers for their instructional and assessment goals." (Bailey & Huang, 2011). To the end of creating a high leverage-tool to complement WIDA standards, the Planning Committed developed a Collaboration Tool and collaborative curriculum design framework that are at the heart of the ESL MCU Project. Please refer to the Curriculum Development Section for more on the Collaboration Tool and how it can be used as a foundation for ESL curriculum.

Additionally, the field-based Planning Committee developed various collaborative tools, processes, and protocols, thereby effectively creating a framework for language-driven curriculum design. For other uses of the Collaboration Tool, please see the X section of this guide.

RG 2.1 Definition of the Focus of ESL Instruction in MA

GOAL:

The goal of English as a Second Language (ESL) instruction in Massachusetts public schools is to advance language development and to promote academic achievement. English language proficiency includes *social and academic* language in listening, speaking, reading, and writing.[17] ESL instruction provides systematic, explicit, and sustained language instruction, and prepares students for general education by focusing on academic language.[18] Effective ESL instruction supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement. Effective ESL instruction also supports long term goals such as college and career readiness. ESL instruction, with its own dedicated time and curriculum, is a required component of any program serving ELLs (SEI, TBE, Two-Way Bilingual, etc.).

ALIGNMENT: The ESL curriculum is aligned to WIDA and to the Massachusetts Curriculum Frameworks.

FOCUS: ESL is its own subject matter. The subject matter knowledge required of ESL teachers is outlined in 603 CMR 7.00.

ESL is based on the research, theory, and pedagogy of second language acquisition within the context of the Massachusetts Curriculum Frameworks. ESL is language driven, but general education content is the vehicle for language development within a sociocultural context. Language functions and forms are taught within rich, contextualized, and meaningful circumstances.[19]

Although ESL teachers must be knowledgeable about the academic language across disciplines, they are not expected to be multidisciplinarians (Walquí 2014).[20] The ESL teacher cannot be expected to be an expert in all content areas and the full range of their corresponding content-specific academic language practices, just as SEI teachers are not expected to teach the full range of English language development subject matter. Therefore, the ESL teacher should focus on the academic language, academic habits of thinking (i.e. use evidence to support claims, question evidence, etc.), analytic practices, and standards that support students across all content areas.

The language development of ELL students is the responsibility of both ESL and general education teachers. ESL teachers, in collaboration with other content teachers, should continue to develop awareness of the language ELLs need to be able to process and produce in general education classes to reach high levels of performance. Likewise, general education teachers need to develop awareness and strategies to support the disciplinary language needs of ELL students.

Gaining proficiency in the academic language of American schools requires more than linguistic knowledge. Teachers, therefore, must also consider cultural knowledge and ways of being, interacting, negotiating, speaking, listening, reading, and writing as connected to cultural and social roles.

Considerations must be made for **special populations** (examples: newcomers, SLIFE, SPED, long-term ELLs, gifted, etc.).[21]
Note for newcomers: "for students at the earliest levels of English language proficiency, curricula must clearly be different. They should … move students as quickly as possible forward and toward the analytical tasks that are inside of our standards and outlined in the frameworks…" (Kibler 2014). Furthermore, for students who are just beginning to learn a language, everyday language becomes the basis for academic language. However, teachers must simultaneously guide students towards the skills, knowledge, and analytic practices embedded in the Frameworks. Language forms and functions should still be taught in a contextualized, rich, and meaningful manner.

ASSESSMENTS:

ESL uses multiple forms of assessment to gather evidence of students' achievement towards standards that focus on speaking, listening, reading, and writing. Any other content (science, math, social studies, etc.) that becomes part of a language assessment is

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[17] WIDA Standards 1-5: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies

[18] Although research on academic language for ELLs in K-12 settings is incomplete, for the purposes of our context we are defining academic language as the language one needs to succeed in general education classrooms. For "A Review of the Literature on Academic English: Implications for K-12 English Language Learners," see http://www.ceee.gwu.edu/Academic%20Lit%20Review_FINAL.pdf.

[19] Linquanti, R: "English Language Learners Need New Pedagogy to Meet the Latest Standards"

[20] TESOL Webinar: Changes in the Expertise of ESL Professionals in the Era of New Standards," with Guadalupe Valdés, Amanda K. Kibler, and Aída Walqui., June 18, 2014

[21] Please see additional guidance for SLIFE and students with disabilities at http://www.doe.mass.edu/ell/resources.html .

incidental, and purely provides the context for language development. For example, a teacher who holds an ESL license can design assessments that measure the academic *language* of the content areas, but should not assess the *content* of science, math, ELA, or other areas that require their own licenses.

RG Section 4: Curriculum Development Phase 1: Collaboration Tool Guidance and Protocol

4.1 Introduction to Collaboration Tool
4.2 Components of the Collaboration Tool

4.3 Development process of the Collaboration Tool

Key Uses of Academic Language (macro functions) ↓ READ	Micro Functions ↓ Micro functions can be mixed or created according to need and context. Click on HYPER LINKS for sample progressions.	Key Academic Practices In listening, speaking, reading, and writing with literary and informational language: * Key Academic Practices may be replaced with the *state standards* themselves.	Fill in the grade-band level Topic or Theme ↓ Content Connection	Performance Definitions Language development is fluid and dynamic. Levels are not static, and can be different in different domains. This condensed version of Performance Definitions is here for ease of reference only. Educators need to internalize the full Performance Definitions, and when in doubt, always refer to the full WIDA version.				
				ELP 1	**ELP 2**	**ELP 3**	**ELP 4**	**ELP 5**
				• Single words, phrases, or language chunks to represent ideas. • Phrase-level patterns and structures. • Everyday social, instructional, and content words and expressions	• Emerging presentation of ideas in phrases or short sentences. • Repetitive, formulaic grammatical structures across specific content areas. • General social, instructional, and content words and expressions, including cognates	• A series of extended sentences and related ideas. • Repetitive and some complex grammatical structures with patterns characteristic of specific content areas. • Some content-specific and academic vocabulary, including cognates	• Expanded related ideas in connected discourse with a variety of sentences. • A variety of complex grammatical constructions with patterns characteristic of specific content areas. • Content-specific and some technical academic vocabulary	• Multiple complex sentences, presented in a cohesive and coherent manner. • Multiple phrases and clauses with patterns characteristic of specific content areas. • Academic, content-specific, and technical vocabulary

THINKING SPACE: CREATE 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):
Language focus 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) + CC STEM
D) Key Use (Macro) + Micro function + key academic practice + content connection

Key Uses rows:

RECOUNT
EXPLAIN
ARGUE
DISCUSS *"Discuss" points to the importance of the oral, interactive component of all the academic practices.*

Micro Functions:
1. Name/label/ Identify
2. Describe
3. Sequence
4. Summarize
5. Elaborate
6. Compare/Contrast
7. Describe Cause/effect
8. Classify/categorize
9. State an opinion/ claim
10. Predict
11. Contradict/ disagree
12. Evaluate
13. Justify
14. Inquire
15. Insert any micro-function as necessary.

Key Academic Practices:
ENGAGE with COMPLEX ACADEMIC LANGUAGE:
a. Participate in grade-appropriate exchanges of information
b. Produce clear and coherent language in which the development, organization, and style are appropriate to task, purpose, and audience
c. Support analyses of a range of complex texts with evidence
d. Use English structures to communicate context specific messages

EVIDENCE-BASED COMMUNICATION – with opinions, claims, concepts, arguments, or ideas:
e. Paraphrase
f. Analyze
g. Summarize
h. Challenge
i. State (name) one's own
j. Support with reasoning and evidence

RESEARCH:
k. Plan and carry out inquiries
l. Evaluate sources
m. Build and present knowledge through research by integrating, comparing, and synthesizing ideas
n. Communicate research findings

COLLABORATIVE INTERACTIONS:
o. Build upon the ideas of others and articulate your own
p. Request clarification
q. Discuss key points
r. Problem solve / apply to other situations

4.1 *Introduction to the Collaboration Tool: Cross-Disciplinary Pre-Planning to Identify Language-Driven Curriculum Goals*

The Collaboration Tool is a multi-layered, multi-purpose tool, and its name reflects the inherent necessity and expectation for collaborative planning to support ELs' language needs across classrooms. The tool brings together various multifaceted systems to support our work in cultivating higher-order thinking skills in ELs while developing their ability process and produce increasingly complex language.

The impetus for the creation of the Collaboration Tool was the need to have a practical, teacher-friendly way to complement the operationalization of the WIDA Standards in terms of instructional planning and delivery. The Tool helps educators prioritize high-leverage language that is critical in every classroom, and specifically guides them in developing clear Focus Language Goals[22] for Stage 1 of the UbD planning process.

ELLs at all proficiency levels have the same ability as native speakers to engage in cognitively complex tasks. The first 14 teacher-created ESL MCUs attempt to demonstrate ways in which, even at beginning proficiency levels, language teaching can be designed to intentionally develop analytic practices and engage students in higher order thinking. At the foundational levels, when ELs receive appropriate support to access ideas, texts, and concepts expressed in English, we are able to strategically work toward the simultaneous development of key academic habits of thinking and cognitive skills expected at the students' particular grade levels.

Purposes of the Collaboration Tool & Connection to the ESL Unit Template

The five columns of the Collaboration Tool (Key Uses of Language, Micro Functions, Key Academic Practices, Grade-Level Content Connection, and Thinking Space – each described in their corresponding sections below) prompt collaborative discussion and planning between content and ESL educators. This discussion can inform rich, contextualized, language-driven curriculum planning as the Tool strategically interweaves cross-cutting academic practices with linguistic prioritization strategies. The Tool helps ESL educators create unit-level Focus Language Goals for a language development unit, and likewise, it helps the content teacher understand the driving language demands of discipline-specific lessons and materials. The Collaboration Tool and its processes may also serve to inform the development of curricular map frames across an academic year or longer.

A Note on Curricular Maps

While it is challenging enough to plan curricular progressions for content standards based on defined grade-level expectations, language standards in WIDA represent long term outcomes that can be particularly difficult to measure in the short term. As we know, language acquisition is a non-linear, variable developmental process that takes time, and language learning can be generative and is based on the context for learning.[23] Furthermore, there is great variation among ELs in background, proficiency levels, and other factors that influence language development.

While a teacher or curriculum writer should plan for the longer term projected trajectory of language development, the role of assessment and contingent pedagogy are equally central considerations of a planned process. In other words, longer-term curriculum maps for a language development process that is non-linear, varied, and dependent on multiple factors, must always balance intentional planning with the necessary and continuous real-time expert assessment and adjustment of practices. As we move toward our longer term curricular goals, Walquí reminds us that all levels of curricular scaffolds (lesson, unit, or longer term map) must be "contingent, collaborative and interactive, involving a blend of the planned and the improvised, the predictable and the unpredictable, routine and innovation."[24]

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[22] *For more on Focus Language Goals, see the FLG section below.*
[23] *In other words, the socio-cultural context of each communicative situation determines the choices we make about how to use language to achieve a particular purpose.*
[24] Walquí, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism, 9*(2), 159-1.

The Collaboration Tool includes a field-based attempt to bring more explicitness to various components of academic language in the form of hyperlinks to sample micro-function progressions (explained in its corresponding section below). These sample micro progressions are evolving and non-exhaustive, and can help to unpack aspects of academic language in the context of the Massachusetts Curriculum Frameworks[25] to create clear but flexible instructional paths. The Collaboration Tool can support planning for the development of more general or more discipline-specific language, serving both content and ESL teachers.

When content and ESL educators meet to discuss curricular planning for ELs, the Collaboration Tool may prompt discussions about the following topics:

- Clarification of roles in academic language development and content instruction across classrooms;
- Identification of curricular priorities across content and language classrooms:
    - Key Academic Practices expected in grade-level content area standards and related prioritized academic language required to participate at different proficiency levels;
    - Evaluation of the skills and knowledge necessary for attainment of college and career readiness;
- Brainstorm unit plan – what are my goals? What aspect of language will I focus on? Within what key academic practice? At what grade level? What can my students currently do? How are my planning and delivery of instruction responsive to student evidence?
- Development of Focus Language Goals and priorities for ESL units of instruction;
    - Thinking tool: focus on strategic teaching of high leverage language functions firmly grounded within the rich context of Key Academic Practices
- Development of language objectives for content instruction and ESL lessons;
- Unpacking of academic language expected of ELs engaged in academic talk, texts, and tasks in both language and content classrooms;
- Performance Definitions: Consider them as you set language goals, revisit them when you look at micro function sample progressions, etc.: go back *often* to performance definitions. Calibrate your expectations;
- Micro function sample progressions: what might developing language complexity for a particular key function look like at each ELP level? How does this change in the different disciplines? Are there aspects that are common to more than one discipline?
- Identification and sharing of scaffolds and supports for language development and content learning;
- Evaluation of criteria for EL assessment and scoring approaches;
- Examination of assessment constructs for validity and access;
- Analysis of student data and progress;
- Vertical alignment of Focus Language Goals across grade spans and/or proficiency levels;
- Etc.
- Organize and balance teaching: make sure you are teaching all Key Uses of language (READ) at all ELP levels

One of the primary purposes of the Collaboration Tool is to provide a mechanism for establishing and prioritizing *Focus Language Goals* for Stage 1 of the UbD process in designing ESL units (more on Focus Language Goals in its corresponding section). Additionally, through its functional linguistic approach, the Tool can also help content educators identify the driving language demands that require explicit planning and development in the discipline-specific practices of their content classrooms. It does so chiefly by prioritizing

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[25] *The Collaboration Tool can also be used with other state frameworks.*

WIDA's new Key Uses of Academic Language in the context of the Key Academic Practices embedded in the [Frameworks](#).

The components and systems that have been combined to create the Collaboration Tool appear in each of its boxes. See below for a description of each..

4.2 COMPONENTS OF THE COLLABORATION TOOL:

4.2.1 WIDA STANDARD(s)

In the top row of the Collaboration Tool, you will select which [WIDA standard](#)(s) this unit will focus on.

4.2.2   Grade-Level Content Connection

Once you have decided which WIDA standard(s) you will be working on, initiate the collaborative process between language and content teacher. Together you will choose the **Grade-Level Content Connection** that will serve as the standards-based **academic context** for language development for this ESL unit. The content connection will generally be a **grade-level** content unit, topic, theme, or cluster of standards.

At all English language proficiency levels, students need developmentally appropriate, grade-level instruction. In the language classroom, it is crucial that the ESL teacher collaborate with content educators to coordinate language development that is based on grade-level content topics, themes, and/or analytic practices. If the ESL teacher teaches multiple grade levels in the same class, the teacher can begin planning by considering the WIDA [ACCESS](#) grade-level clusters.
Note that in cases where ESL is delivered as part of a program designed for SLIFE, who by definition are below grade level, there are many additional background considerations for creating curriculum, language goals, and contexts for learning.[26]

Each ESL Model Curriculum Unit has been written with a particular WIDA grade-level cluster in mind. The foundation for each unit is the lowest grade in each band. This was done purposely so as not to mix specific grade-level expectations in the units, so that when districts write units for each grade level, they understand the basis for the particular unit. Alternatively, as educators deepen their knowledge of grade-level expectations in mixed-grade classrooms, they become more adept at addressing the outcomes for students accordingly. We acknowledge that every classroom is a multilevel classroom, and that in language instruction educators have the challenging job to address variance as needed, including age, grade, educational background, socio-emotional needs, and any learning disabilities or other special needs.

4.2.3   **KEY USES OF ACADEMIC LANGUAGE** (Macro Functions)

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[26] Please see and OELAAA's [SLIFE Guidance](#) and [WIDA's Focus Bulletin on SLIFE](#).

WIDA[27] has worked on understanding the language demands of content standards over the last ten years. With the latest developments and enhancements of College and Career Ready Standards (CCR), WIDA, in partnership with the Center for Applied Linguistics (CAL) and other experts, recently reviewed current literature and analyzed the linguistic expectations of the CCR Standards.

Although students use language in many ways and for many purposes, WIDA and its partners decided to focus on a smaller number of Key Uses of Academic Language which typify ways in which students are expected to use language recurrently in and across academic and social contexts. WIDA defines *Key Uses* as overarching 'big idea' academic purposes.[28] One may think of the Key Uses as *meta* or *macro* functions,[29] often involving more than one language micro function.

WIDA has identified four of these high-leverage key language uses as critically important in school contexts. They are: **Recount, Explain, Argue**, and **Discuss**, and can be easily remembered using the acronym "*READ*." The four Key Uses occur in every discipline, and are essential for language learners to participate meaningfully in the classroom and access the content of the CCR Standards.[30] WIDA plans on embedding the Key Uses in every part of their framework in the next coming years.[31] WIDA's recently released K-12 Can Do Descriptors: key Uses Edition and ACCESS already reflect the Key Uses as a framework, and WIDA will soon release a Focus Bulletin on the Key Uses.

The K-12 Can Do Descriptors: key Uses Edition are intended to be used in conjunction with the Performance Definitions. They are not exhaustive, but serve as examples of what students can do with academic language for a given content task, English language proficiency, and grade level. WIDA suggests, among other possibilities, that educators use the new Can Do Descriptors to differentiate curriculum, instruction, and assessments based on language learners' levels of English language proficiency.[32]

Educators are encouraged to examine their instructional planning through the lens of the Key Uses. The Key Uses can be employed as an initial organizing principle for unit design, but also for planning a series of connected and logically sequenced units of study. Consider, for example: are educators intentionally planning to support students in developing all four Key Uses in processing and producing language? Over time, do you notice that students do a lot of work with recount but not much with describe? How can we increase students'

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[27] *WIDA is housed at the **Wisconsin Center for Education Research (WCER)**, which is part of the School of Education at the University of Wisconsin.*

[28] WIDA & CAL Key Uses Defined White Paper: http://proposalspace.com/publishdocs/555/download

[29] A language function refers to what students *DO* with language to accomplish content-specific tasks. It is the purpose for using language.

[30] Castro, M. Webinar: "Preparing English Learners to Meet College and Career Readiness Standards: Four Key Uses of Academic Language, with Dr. Mariana Castro & Dr. Ruslana Westerlund." October 8, 2015.

[31] Margo Gottlieb. Information session at the WIDA Board Meeting, June 2015.

[32] WIDA Can Do Descriptors, Key Uses Edition Grades 9-12: https://www.wida.us/get.aspx?id=1946

analytic practices to go beyond recount, so that we actively support a deepened engagement in the language of explanation and argument, as connected to the shifts in the disciplinary practices? Furthermore, what does participation and interaction look and sound like in argument and explanation for our students, at their respective levels of proficiency?

The next column, **Micro Functions**, was added to expand on the Key Uses by continuing to focus on the critical language and skills that are embedded in the CCR Standards.[33]

4.2.4   MICRO FUNCTIONS & SAMPLE PROGRESSIONS

Micro Functions
↓

Micro functions can be mixed or created according to need and context. Click on HYPER LINKS for sample progressions.

1. Name/label/ Identify
2. Describe
3. Sequence
4. Summarize
5. Elaborate
6. Compare/ Contrast
7. Describe Cause/effect
8. Classify/ categorize
9. State an opinion/ claim
10. Predict
11. Contradict/ disagree
12. Evaluate
13. Justify
14. Inquire
15. Insert any micro-function as necessary.

The 14 micro functions found in the Collaboration Tool align to the Key Academic Practices (described in the next section) and support the language needed for the key shifts identified in the Common Core State Standards (CCSS), as well as to the parallel description of key shifts outlined in Bunch, Kibler, and Pimentel (2013):[34]

1. engage with complex oral and written language to synthesize, construct, and communicate knowledge across the curriculum;
2. use evidence to understand, analyze, argue, and inform; and
3. engage in collaborative activities, developing an awareness of multiple perspectives, and producing language appropriate to a particular content area or community.

Remember that the Key Uses are macro functions that often involve more than one language function. For example, if I wanted my students to work on the Key Use of "Argue" as an overarching academic purpose, I would need to think of the different pieces of language that one needs to put together to create an argument

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[33] For more on the language functions embedded in the CCR Standards, please see:
Council of Chief State School Officers. (2012). *Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: CCSSO.
See also Shafer-Wilner, L. Proficiency Level Descriptors for English Language Proficiency Standards (get link from WestEd box - https://wested.app.box.com/ELPStandardsResources
[34] CCSSO Proficiency Level Descriptors for English Language Proficiency Standards
http://www.ccsso.org/Resources/Programs/Supporting_English_Language_Learners-x2589.html

for my specific purpose and sociocultural context.[35] In this hypothetical example, to build an argument, I may want my advanced secondary students to first use the language of definition to define the problem, then the language of description to describe the situation, and then the language of justification to justify a claim. Therefore, before expecting a full argument, I may want to build lessons on the language and practice of definition, the language and practice of description, the language and practice of justification, etc. The same breakdown could happen with another Key Use. For example, to engage in a "Recount," a student will need to develop and practice the language of sequencing, the language of elaboration, or any other piece that fits the communicative purpose.

As you unpack and break down the components of language needed to communicate for your larger, discursive purposes in your context, you can click on each micro function as needed to look more closely at sample linguistic descriptors that make up sample trajectories of increasing language proficiency for each micro function. This is also one of the places where a teacher may make choices about "next steps" in curricular planning, considering a contextualized and flexible language proficiency continuum.

As you click on any of the micro functions, you will see a sample progression for that particular function. The Micro Function Sample Progressions, in conjunction with the productive and receptive Performance Definitions, can help us calibrate our language expectations at various English Language Proficiency (ELP) levels, as well as to envision with greater linguistic specificity how a teacher can support and scaffold a student's use of a particular micro function as it increases in complexity. The sample progressions offer one way to envision what each function might look like at the next level of complexity, sophistication, nuance, and proficiency.

Notice that the sample progressions incorporate the three features of academic language[36] at each ELP level: the word/phrase, sentence, and discourse levels. They also include a definition of the micro function, sample tasks, sample words, as well as sample sentence frames and question stems associated with the micro function. As samples, these progressions may need to be adjusted for the appropriate grade expectation and developmental level of your students, as well as for the more discipline-specific ways in which you may want to use them. The content teacher can interface the micro function with the more particular ways in which the function is used in the discipline-specific practice. How does the more discipline-specific way of using language affect how that micro function will develop? Educators should feel free to add other micro functions or to further complete the sample progression charts as needed, as at this point they are meant to be neither complete nor exhaustive.

An important caveat: it is crucial to remember that language is fluid, and that there is a great range in variability in how each individual student develops language:

> "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 ELs' native language proficiency, their academic background in their first language, and their individual differences. For the purposes of presentation

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35 "Sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the register, Genre/Text type, Topic, Task/Situation, Participants' identities and social roles." WIDA. 2012 Amplification of the ELD Standards. (2013). Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium. Pg. 7.

[36] The Features of Academic Language Chart in the WIDA Frameworks for Language Development Standards (2013*)*
WIDA. 2012 Amplification of the ELD Standards. (2013). Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium. Pg. 7.

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, ELs 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, EL 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 2013[37])

Therefore, we must be cautious to avoid reinforcing static notions of students' abilities. Instead, we encourage continuous formative assessment practices, contingent pedagogy, and a nuanced approach to scaffolding language.[38]

In the next two columns of the Collaboration Tool, Key Uses (macro functions) and micro functions (and sample micro progressions) are linked to *Key Academic Practices* and *Grade-level Content Connection.*

4.2.5 KEY ACADEMIC PRACTICES

Key Academic Practices ↓
In **listening, speaking, reading, and writing** with **literary** and **informational** language:
** Key Academic Practices may be replaced with the **state standards** themselves.*

ENGAGE with COMPLEX ACADEMIC LANGUAGE:
a. Participate in grade-appropriate exchanges of information
b. Produce clear and coherent language in which the development, organization, and style are appropriate to task, purpose, and audience
c. Support analyses of a range of complex texts with evidence
d. Use English structures to communicate context specific messages

EVIDENCE-BASED COMMUNICATION *– with opinions, claims, concepts, arguments, or ideas:*
e. Paraphrase
 f. Analyze
 g. Summarize
 h. Challenge
 i. State (name) one's own
 j. Support with reasoning and evidence

RESEARCH:
 k. Plan and carry out inquiries
 l. Evaluate sources
 m. Build and present knowledge through research by integrating, comparing, and synthesizing ideas
 n. Communicate research findings

COLLABORATIVE INTERACTIONS:
 o. Build upon the ideas of others and articulate your own

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	p. Request clarification
	q. Discuss key points
	r. Problem solve / apply to other situations

The third column of the Collaboration Tool is populated with a representation of the Key Academic Practices derived from the *Relationships and convergences among the mathematics, science, and ELA practices.*[39]

Relationships and Convergences

Found in:
1. CCSS for Mathematics (practices)
2a. CCSS for ELA & Literacy (student capacity)
2b. ELPD Framework (ELA "practices")
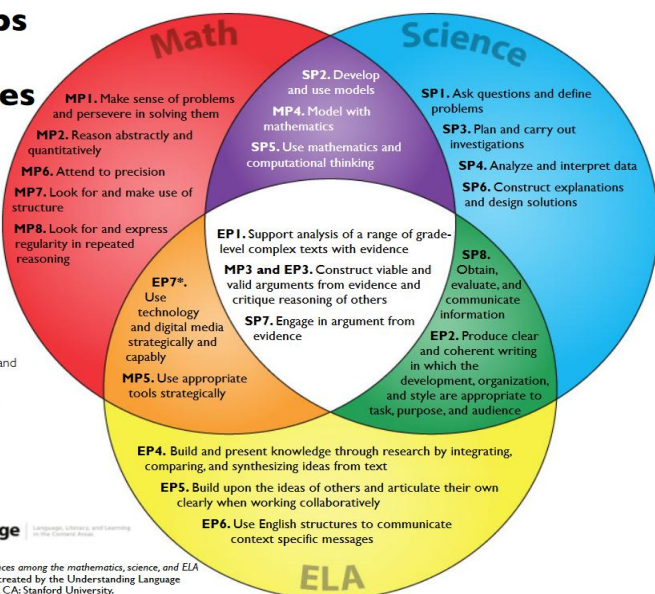3. NGSS (science and engineering practices)

Notes:
1. MP1–MP8 represent CCSS Mathematical Practices (p. 6–8).
2. SP1–SP8 represent NGSS Science and Engineering Practices.
3. EP1–EP6 represent CCSS for ELA "Practices" as defined by the ELPD Framework (p. 11).
4. EP7* represents CCSS for ELA student "capacity" (p. 7).

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Understanding Language | Language, Literacy and Learning in the Content Areas

Suggested citation:
Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Palo Alto, CA: Stanford University.

Math
MP1. Make sense of problems and persevere in solving them
MP2. Reason abstractly and quantitatively
MP6. Attend to precision
MP7. Look for and make use of structure
MP8. Look for and express regularity in repeated reasoning

Science
SP1. Ask questions and define problems
SP3. Plan and carry out investigations
SP4. Analyze and interpret data
SP6. Construct explanations and design solutions

SP2. Develop and use models
MP4. Model with mathematics
SP5. Use mathematics and computational thinking

EP1. Support analysis of a range of grade-level complex texts with evidence
MP3 and EP3. Construct viable and valid arguments from evidence and critique reasoning of others
SP7. Engage in argument from evidence

SP8. Obtain, evaluate, and communicate information

EP7*. Use technology and digital media strategically and capably

MP5. Use appropriate tools strategically

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

ELA
EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from text
EP5. Build upon the ideas of others and articulate their own clearly when working collaboratively
EP6. Use English structures to communicate context specific messages

This Venn diagram illustrates the overlap and grouping of student practices and capacities from four sets of seminal documents, all of which form the basis of our current state standards: the Common Core State Standards (CCSS) in English language arts and literacy in history/social studies, science, and technical subjects; the CCSS in mathematics; A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas; and the Framework for English Language Proficiency Development (ELPD) Standards corresponding to the CCSS and the Next Generation Science Standards (NGSS).[40]

As ESL educators are asked to integrate various sets of standards when planning language curriculum and instruction, this diagram becomes a useful tool in highlighting similarities in what students are expected to do across the disciplines in general education classrooms.[41] Once we can highlight the common practices that students engage in across disciplines, we can then better prioritize high leverage-language that will support students across classrooms.

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[39] Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Stanford, CA: Stanford University. http://ell.stanford.edu/sites/default/files/VennDiagram_practices_v11%208-30-13%20color.pdf

[40] Center on Standards & Assessment and Implementation (WestEd and CRESST). *Relationships and convergences among the mathematics, science, and ELA practices* - See more at: http://www.csai-online.org/resources/relationships-and-convergences-among-mathematics-science-and-ela-practices#sthash.2YC9wubo.dpuf

[41] Chuek has noted that the diagram "is not necessarily a perfect model of how the priorities of the three disciplines (ELA, Math, Science) are mapped out. That is, the *discussions and debate that arise from unpacking this diagram can help educators make sense of the standards and spotlight the literacy/language implications* these new standards have on their student populations."
Cheuk, T. Explanatory note for the Relationships and Convergences Venn Diagram. (2014). Understanding Language. Stanford. http://www.csai-online.org/resources/relationships-and-convergences-among-mathematics-science-and-ela-practices

The Key Academic Practices are strong starting points for developing units, lessons, and activities that leverage strong correspondences between language development and academic standards. However, we must not forget that these are not the only possible correspondences between language and content standards, and therefore they can be enhanced as educators become more familiar with the various standards frameworks. Also notice that, instead of selecting Key Academic Practices, educators may also write academic standards directly into this column.

4.2.6 **PERFORMANCE DEFINITIONS**[42]

In our work with educators, we have found that language expectations have often been on target, but at other times they have been too low or too high. The truncated version of WIDA's Performance Definitions was added to the Collaboration Tool to remind us to calibrate our expectations of what students can generally process or produce at each ELP level. Are we expecting too much or not enough for a particular student at any given level? The answer should be guided by both the Performance Definitions and by multiple points of evidence for how a student is continuously processing and producing language.

According to WIDA, the Performance Definitions "provide a concise, global overview of language expectations for each level of English Language Proficiency." One may view the performance definitions as a slice of a trajectory of language development that can help us to set language learning goals and objectives, plan instruction, and assessment. The Performance Definitions provide criteria by which to gauge and shape expectations of each of the stages of language proficiency, but it is important to remember that the divisions are socially constructed and therefore arbitrary. We encourage educators to use the Performance Definitions to inform planning of instruction, but also to focus on the variable trajectory of language development rather than to think of the divisions of levels as static markers. Additionally, the Performance Definitions are written for grades K-12, which means that "educators must interpret the meaning of the Definitions according to students' cognitive development due to age, their grade level, their diversity of educational experiences, and any diagnosed learning disabilities (if applicable)." [43]
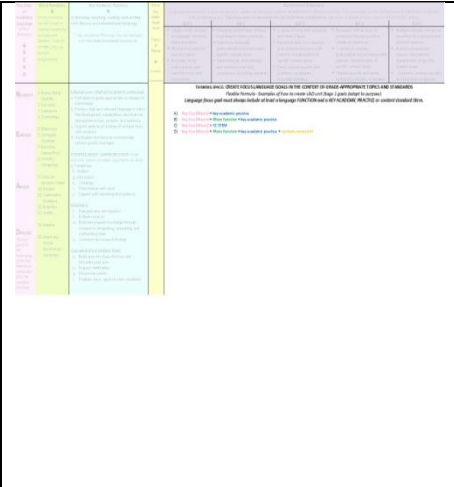
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[42] Shafer Wilner, L. Memo on the Use of the Practices and ELA & Literacy Correspondences. (September 25, 2013)
[43] WIDA. (2012). "The English Language Learner Can Do Booklet." Board of Regents of the University of Wisconsin System.

It is important to keep Shafer-Willner's caveat in mind. Language development is fluid and dynamic. Levels are not static, and can be different in different domains. The expected level of language complexity also increases through the grades, so a student who is at ELP level 3 in the 2nd grade and a student who is at ELP level 3 in 11th grade will have different expectations for language use.

This further condensed version of Performance Definitions in the Collaboration Tool is there for ease of reference only, and to bring the various tools together in one place. Educators should internalize the complete Performance Definitions, and when in doubt, always refer to the [complete WIDA framework](#).[44]

4.2.7   THINKING SPACE: CREATING FOCUS LANGUAGE GOALS (FLGs)

THINKING SPACE: CREATE 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):
Language Focus 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) + CC STEM
D)   Key Use (Macro) + Micro function + key academic practice + content connection

Ex1. DISCUSS by stating opinions/claims about a substantive topic (grade 7: access to clean water).
Ex2. EXPLAIN by discussing causes and effects to create evidence-based claims (grade 3: weathering and erosion).

The "Thinking Space" to the right of the Collaboration Tool signifies that this is not a worksheet or a checklist, but a thoughtful decision-making process for instructional design. You may use this Thinking Space to draft possible Focus Language Goals.

4.2.7.1 Defining Focus Language Goals

Focus Language Goals (FLGs) are clear language learning goals that drive the ESL unit, following the Understanding by Design (UbD) model. The backward design process of curriculum development is goal-directed and aims for specific results. Once we identify clear learning goals, we design backward from them accordingly.[45] Therefore, before we could design ESL MCUs based on UbD, we needed to come up with a method for establishing clear language learning goals.

When creating FLGs for the ESL MCU, we are working with two sets of standards frameworks: the Massachusetts Curriculum Frameworks and the WIDA Standards Frameworks.

With the Massachusetts Curriculum Frameworks, educators typically unpack standards to create unit goals. The Massachusetts Curriculum Frameworks were designed to contain standards that clearly set forth the skills, competencies and knowledge expected of all students at the conclusion of individual grades or clusters of grades; to set high expectations of student performance and to provide clear and specific examples that embody and reflect these high expectations; to be expressed in terms which lend themselves to objective

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[44] WIDA Performance Definitions: *http://wida.us/standards/eld.aspx*.
[45] Wiggins, G. P., McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development. P. 56.

measurement, define the performance outcomes expected; and to facilitate comparisons with students of other states and other nations. [46]

As we have discussed earlier in this Guide, WIDA standards are of a different nature. They were purposely designed to be dynamic and generative, which can leave many educators wondering: how does the ESL teacher create clear, concrete, and measurable language learning goals for Stage 1 of the UbD process? On the one hand we recognize that language learning is not linear and includes great variability. On the other hand, as curriculum developers, we must be cautious to avoid what Wiggins and McTighe have described as the "twin sins" of curriculum design: "aimless coverage of content, and isolated activities that are merely engaging (at best) while disconnected from intellectual goals in the learners' minds."[47] If ESL is to provide systematic, explicit, and sustained language development in the context of state academic standards, then likewise, the teaching of language must not be aimless or isolated from a planned yet adaptable learning continuum.

We must understand that creating explicit learning goals means that we are making choices about what to teach and what to leave out of focus, and we must make justifiable decisions based on agreed-upon priorities. Our two overarching priorities, in this case, are academic and language standards, but are they enough for our purposes? It would be impossible to unpack and explicitly teach every aspect of the "academic language" construct. Language development is a complex, lifelong endeavor for ELs and native speakers alike. Thus, from the UbD perspective, the five broad WIDA standards (the Language of Language Arts, the Language of Math, etc.) are too global to be concretely helpful to educators and curriculum writers. FLGs then, encourage educators and curriculum writers to begin making intentional choices and priorities with the language of WIDA's Key Uses (and the micro functions in the Collaboration Tool), and to unpack them in the context of the selected standards-based, grade-level content connection. This means that educators and curriculum writers must make decisions about larger conceptual lenses, key pieces of language, and core tasks. Although language educators could never cover all the aspects of the "academic language" of all the content areas and various combined grades that they teach, they can make deliberate and thoughtful decisions to set explicit priorities for language learning, given the restrictions of time with our students.

Starting with the Collaboration Tool, FLGs can help ESL teachers plan a balanced language curriculum that privileges high-leverage language that will support students with the academic language they encounter across general education classrooms. FLGs are the equivalent of Wiggins and McTighe's "desired results" that establish priorities for instruction and assessment. As long term goals, they then provide the rationale for shorter-term lesson objectives, and inform scaffolding along the way.

FLGs in the ESL MCUs become the goals in Stage 1 of UbD, which then dictate the nature of the assessment in Stage 2 and suggest the types of instruction and experiences planned for State 3. FLGs are focusing unit goals to deliver systematic, explicit, and sustained language instruction in the context of the Massachusetts Curriculum Frameworks.

4.2.7.2 *Flexible Formula for Creating Focus Language Goals (separate section to be added: protocol under development)*

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[46] Massachusetts Department of Elementary and Secondary Education. (2015, September 25). History of Content and Learning Standards in Massachusetts. Malden, Boston, USA.
[47] Wiggins, G. P., McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

The Planning Committee believes that language is a socially constructed, complex, adaptive system that shifts according to need and context. The broad context of our work in public schools is to prepare for college and career readiness. Therefore, *Focus Language Goals* in ESL units must be inherently connected to the Key Academic Practices that reflect knowledge, skills and analytic thinking expected long-term of all students. We caution against decontextualized, isolated language teaching. The heart of this project lies in a deeper, richer conceptualization of language teaching. While the ESL teacher may not be a multidisciplinarian, there are common tools of critical thinking that can be developed through linguistic practice that can help our students close the distance between language development and the kinds of thinking practices involved in the disciplines

4.3 Development Process of the Collaboration Tool

The Collaboration Tool was developed as the Planning Committee looked for a way to create a high-leverage tool that would give educators a way to more concretely work with WIDA standards. Development occurred in the following stages:

1. **Research**:
   a. Academic standards
      i. What are the language demands in our academic standards?
      ii. What do the "shifts" mean for ELs?
      iii. What does the expected language complexity mean for ELs at various proficiency levels?
      iv. How does language development relate to the development of academic concepts and analytical practices?
      v. What pieces of language have the highest leverage across the disciplines? Within each discipline?

   b. Language standards:
      i. How are the other 37 WIDA states operationalizing the WIDA standards? What case studies can we review?
      ii. How do non-WIDA (CA, NY, ELPA21, etc.) states break down their language standards? How do they explicitly and systematically plan language instruction around academic state standards?
      iii. What are state and national experts and initiatives telling us about language standards?
      iv. What insights can we glean from examining various sets of language development standards?
      v. How are the driving language demands of academic standards mapped to "Key Uses of Language"?
      vi. How can we better understand the theoretical framework and theory of action behind WIDA and other standards?
      vii. What insights can our local educators share about language standards and their operationalization?

   c. Instructional planning for language development:
      i. What are state and national experts and initiatives telling us?
      ii. What insights do our local educators have to contribute to the discussion?

      iii. Review recent research on various subtopics of instructional planning.

    d. Consult with experts:
        i. Bring WIDA's Lead Developer, Margo Gottlieb, and WIDA's Director of Academic Language & Literacy Initiatives, Mariana Castro to Massachusetts to advise Planning Committee. Continue conversations with various WIDA experts (a special thanks goes to the immensely helpful Lynn Shafer-Willner).
       ii. Continue formal consultations and informal conversations with various state and national experts.

2. **Development of Prototypes**: ESL and content educators, EL directors, language experts and consultants met multiple times to experiment with multiple approaches, models, and iterations.

3. **Development of Final Documents**, based on the selected criteria:
   a. Identification of **Key Academic Practices** (narrowed down from all standards of all content areas - to help the ESL teacher prioritize.)
   b. Identification of **Key Uses of Language** (narrowed down from all possible academic language of all schooling experience – to help ESL and content educators prioritize critical language that takes place in all classrooms)
   c. Identification of **Micro Functions** (following WIDA's advice to combine the macro and micro functions[48]. To expand on and offer greater specificity to some of the language that makes up WIDA's four Key Uses.)
   d. Develop **Sample Linguistic Progressions of the Micro Functions** (to help ESL and content educators envision how language complexity might develop in key micro functions for academic purposes). Educator teams reviewed literature and models. Remaining grounded on WIDA's Performance Definitions, teams experimented with various models of sample language progressions. Teams also used their own field expertise to develop the current version of the progressions, which is meant as support, but not as a definitive tool.
   e. Grade (or grade-band) level **content connection** (instruction must be developmentally appropriate and planned with grade-level expectations in mind)
   f. **Performance Definitions** (reminder to calibrate expectations of language use at the various ELP levels, with caveats regarding the variability and fluidity of language development)
   g. **Thinking Space** (to highlight that this is a thinking, development tool, to help educators come up with Focus Language Goals and to begin pre-planning a UbD unit).
   h. **Contingent, Evidence-based Pedagogy** *(the back page to the Collaboration Tool, highlighting goal-driven, evidence-based, contingent teacher moves and student moves.)*

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[48] WIDA's visit to Massachusetts on August 11, 2015; WIDA's Can Do Event, November 12, 2014. Chicago, IL.

Next-Generation ESL Video: Looking for Essential Practices

For the past year, a statewide Planning Committee has been meeting to develop ESL Model Curriculum Units (MCUs). The ESL MCUs take a functional approach to language teaching and are organized around the WIDA Key Uses of Academic Language and Standards Framework.

ESL units are focused on systematic, explicit, and sustained language development within the context of the Massachusetts Curriculum Frameworks. Each ESL MCU connects to key linguistic demands from an existing content area MCU (ELA, Math, Social Studies, Science), but the primary purpose of these ESL units is that of focused and dedicated language study. They encourage a contingent pedagogy, and the simultaneous development of language, standards-based concepts, and analytical practices.

The ESL MCUs will be piloted in the fall of 2015, and the revised units and accompanying documents and supports are expected to be rolled out in 2016. Below is a sneak peak of one of our units in action:

Summary of Unit:

- ★ ELP 1-2
- ★ Grade band: 6-8
- ★ WIDA: Language of Social Studies (LoSS)
- ★ Content Connection: Existing GR 7 SS MCU: Model United Nations: Access to Clean Water, A Civics Project Based Learning Unit
- ★ Driving language demands of content connection: Key Uses of Academic Language and Key Academic Practices:

> G.1 DISCUSS by stating opinions/claims about a substantive topic.
> G.2 EXPLAIN by discussing causes and effects to create evidence-based claims.

The purpose of the ESL "Access to Clean Water" unit is to help ELLs develop the language necessary for academic success in the general education Social Studies classroom, as well to develop language that students are expected to use recurrently in and across various academic contexts. The focus of the unit is on systematic, explicit, and sustained English language development in the context of the Massachusetts Curriculum Frameworks. This is not to be confused with a sheltered Social Studies unit. "Access to Clean Water" is intended to be taught by an ESL teacher, and collaboration with the content teacher is highly encouraged. Please be mindful that, in addition to this dedicated, language-focused time, the student must also have access to all core academic content.

The embedded language development of this unit centers on the selected Key Uses of Academic Language: explanation of causes and effects, and discussion of opinions/claims and facts/evidence. Additionally, extended practice at the discourse, sentence, and word/phrase levels enables students to create a meaningful final performance assessment.

Through a social justice lens, at the end of the unit students will be equipped with the language to serve as advocates for clean water access around the world. Indeed, students will be able to use their learned language to take a position, state an opinion/claim, and offer evidence via explanation of cause and effect. While learning about the real, complex issues of clean water access, students will create a public service announcement to educate and encourage others to take action. The public service announcement will be shared with the school audience on World Water Day, March 22.

The embedded, authentic learning experiences lead to effective communication with peers and adults about social and academic topics.

ESL "Access to Clean Water" was designed with consideration of the driving language functions embedded in the existing grade 7 Social Studies model curriculum unit "Model United Nations: Access to Clean Water," a civics project-based unit.

☞ **WATCH IT HERE**

(https://www.youtube.com/watch?v=hD3Pl-ZYB30&index=2&list=PLTuqmiQ9ssqvx_Yjra4nBfqQPwc4auUBu)

Creating Focus Language Goals for an ESL Unit
(For more information on developing a complete ESL MCU, consult the full Next-Generation ESL Curriculum Resource Guide)

Let's think through the choices that one teacher team made to create the ESL Access to Clean Water unit.

1. Our students' ELP levels: **ELP 1-2 & SLIFE**

2. Grades represented in this ESL class: students from **grades 6, 7, and 8 in the same class**.

3. How do we begin to narrow down and select what language to teach? Consider…
   a. your district's curriculum maps and/or
   b. how we have been balancing the 5 WIDA standards throughout the year.

*For this example unit, we decided to focus on **the Language of Social Studies (LoSS**) as well as **Social and Instructional Language (SIL).***

4. From the broad range of language represented in LoSS and SIL, how do I decide which pieces of language to teach? How do I strategize, prioritize, and select aspects of academic language what will help my students succeed in general education classrooms?
   a. Contact a social studies teacher to begin collaboration. Together, select a unit or standards-based themes and topics from the social studies class that we can use to build an ESL unit from.

*For this example unit, we collaboratively decided to focus on a **GR 7 SS MCU: Model UN Civics Unit on Clean Water***
   b. Begin looking for the driving language demands of the unit. You may look at the standards in the unit, the goals, the skills and knowledge. We find it particularly useful to look for the driving language demands of the Curriculum Embedded Performance Assessment (CEPA).
   c. The ESL and content teachers discuss what they see as driving language demands. Language is very big, and it is variable and generative. The teachers make choices selecting the language they believe will have the highest-leverage for the ESL students**.**

*Below in blue we have reproduced parts of the CEPA from the **GR 7 Model UN Civics Unit on Clean Water** (see the full unit for details). At this point, with the Collaboration Tool in hand, you are looking for driving language demands in the content unit. It is helpful to look for language functions, especially in the form of WIDA's Key Uses (Recount, Explain, Argue, and Discuss) and the 14 micro functions in the Collaboration Tool.*

- **ARGUE** passionately on the issue of **access to clean water**.

- Analyze and **DISCUSS** the critical global issue of access to clean water.
- **Collaborate** to create resolutions that address and take action to solve the issue of access to clean water.
- **Argue** your position knowledgably and with passion.
- Negotiate and **collaborate** with other nations to create resolutions that address and **take action to solve the issue of access to clean water**.
- Can you protect **human rights**? At what cost?
- Is it the responsibility and/or the **right** of a nation to promote its values around the world?

- **Is access to clean water a human right?**

5. The ESL and content teachers collaborate and discuss with the Collaboration Tool in hand. By looking at the CEPA or other selected aspects of the unit, the teachers identify *language functions* (Key Uses and micro functions) and *Key Academic Practices* that will form the foundation for the grade-band level ESL unit.

For this unit, the team of teachers used the Collaboration Tool to create the following unit Focus Language Goals (FLG):

FLG1:

DISCUSS	by **stating opinions/claims** about	a substantive topic
Key use	*Stating opinions/claims is both a micro-function and a key academic practice, so the language teaching is contextualized in academic demand.*	*Access to clean water is a grade-level, substantive academic topic that also links to social justice*

What is the language of discussion in this context?
What is the language of stating opinions and claims?
What language do students need to be able to access this substantive topic?

FLG2:

EXPLAIN	by **describing causes and effects**	to **create evidence-based claims**
Key use	*micro-function*	*Key academic practice*

What is the language of explanation in this context?
What is the language of describing causes and effects?
What is the language of evidence-based claims?

Once teachers (or curriculum designers) have created grade-level Focus Language Goals, they will continue to make choices about what language to teach by unpacking the goals in the context of the language needed for the ESL unit, and in the context of student need. The ESL teacher will then create an ESL unit with the primary purpose of delivering systematic, explicit, and sustained language instruction in the context of the Massachusetts Curriculum Frameworks. For more information on developing a complete ESL MCU, please consult the full Next-Generation ESL Curriculum Resource Guide.

FLG1. DISCUSS by stating opinions/claims about a substantive topic
FLG2. EXPLAIN by **describing causes and effects** to **create evidence-based claims**

Next-Generation ESL Video: Looking for Essential Practices

As you watch this video, what do you notice that reflects the "Next-Generation ESL" philosophy?
(Keep in mind that this is one short section of a lesson within a larger unit.)

Process: Below are some pieces of evidence you can look for in the video. Select a partner. One person will note the evidence he/she can *see* on the video, and the other person will note the evidence that she/he can *hear* on the video.

	EVIDENCE	SEE	HEAR
Developmental nature of Lang Acquisition	ESL provides systematic, explicit, and sustained language instruction. ESL is based on the research, theory, and pedagogy of 2nd lang acquisition within the context of the MA Curriculum Frameworks. *EA5: Focus on the developmental nature of language learning within grade-level curriculum.*		
Sociocultural context: St. at center	Gaining proficiency requires more than linguistic knowledge. Teachers must also consider cultural knowledge and ways of being, interacting, negotiating, speaking, listening, reading, and writing as connected to cultural and social roles.		
Four domains	English proficiency includes *social and academic* language in listening, speaking, reading, and writing. *EA13: Integrate 4 domains to provide rich, authentic instruction.*		
Alignment to Lang & Academic Standards	ESL curriculum is aligned to WIDA and the MA Frameworks. ESL advances language development and promotes academic achievement. *EA6: Reference content standards and language development standards in planning for language learning.*		
Grade level content connection	ESL is language driven, but content is the vehicle for language development. Simultaneously develop language, analytical practices, and concepts embodied in Standards. *EA4: Connect language and content to make learning relevant and meaningful for ELLs.* *EA11: Plan for language teaching and learning around discipline-specific topics.*		
Higher-order thinking	ESL should focus on the academic language, academic habits of thinking and analytic practices and concepts that cut across disciplines. *EA8: Provide opportunities for all ELLs to engage in higher-order thinking.*		
Classroom environment	*EA9: Create language-rich classroom environments with ample time for language practice and use.*		
Capitalize on & build background	*EA1: Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.* *EA3: Apply the background knowledge of ELLs, including their language proficiency profiles, in planning differentiated language teaching.*		
Nuanced scaffolding	*EA12: Use instructional supports to help scaffold language learning.* Considerations must be made for **special populations** (newcomers, SLIFE, SPED, long-term ELLs, gifted, etc.).		

A Few Considerations in Bigger Picture Program Development:

1. Each district has unique populations, communities, and resources (linguistic, academic, social, extra-curricular, demographic, etc.)
   - ★ Is there a current sociological profile of your district?
   - ★ What else do the people responsible for EL program development need to know?

2. Each EL program has a distinct philosophy, as well as particular community values and attitudes.
   - ★ What is my district's philosophy in regard to EL education?
   - ★ What community values and attitudes am I aware of? What else do I need to know?
   - ★ How are these community values and attitudes reflected in our EL program?

> - ★ Program goals should reflect each district's individual circumstances
> - ★ Variations in programs may be as diverse as the populations served by those districts.

3. What is my district's educational theory for educating ELs?
   - ★ Is there consensus throughout the district?
   - ★ Is this clearly understood by all in the district?

4. What is the educational plan to achieve student's language and academic goal?
   - ★ How is it implemented?
   - ★ How is it documented?

Taking Action

TIME: 10-15 minutes

Directions: Reflect on the day. Review notes and materials, then identify a couple of aspects that you would like to move into practice (action).

Next action step. I/We will… *(Be explicit! Write details about how you plan to complete this action)*	Who is responsible? Who is involved?	What resources do we need?	How will we keep ourselves accountable?	What is the timeline (beginning and ending dates)?