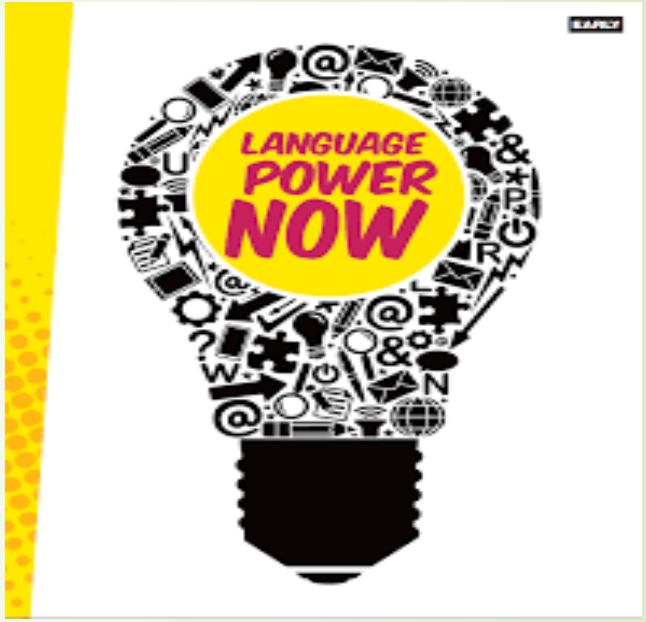
Take the DARE!
Key Uses for Curriculum and Lesson Planning

MATSOL Conference

Framingham, MA

May 30, 2018



Margo Gottlieb, WIDA, University of Wisconsin- Madison

Fernanda Kray, MA Department of Elementary and Secondary Education

Driving questions for our session:

1. How might we enhance multilingual learners' content learning through key uses of academic language?

2. How can we enact curriculum around key uses of academic language?

Language power is often equated with students' language use in academic settings

- multilingual learners communicate and share concepts, ideas, and information related to content in school contexts

(Bailey, 2007; Gottlieb & Ernst-Slavit, 2014; Schlepegrell, 2004)

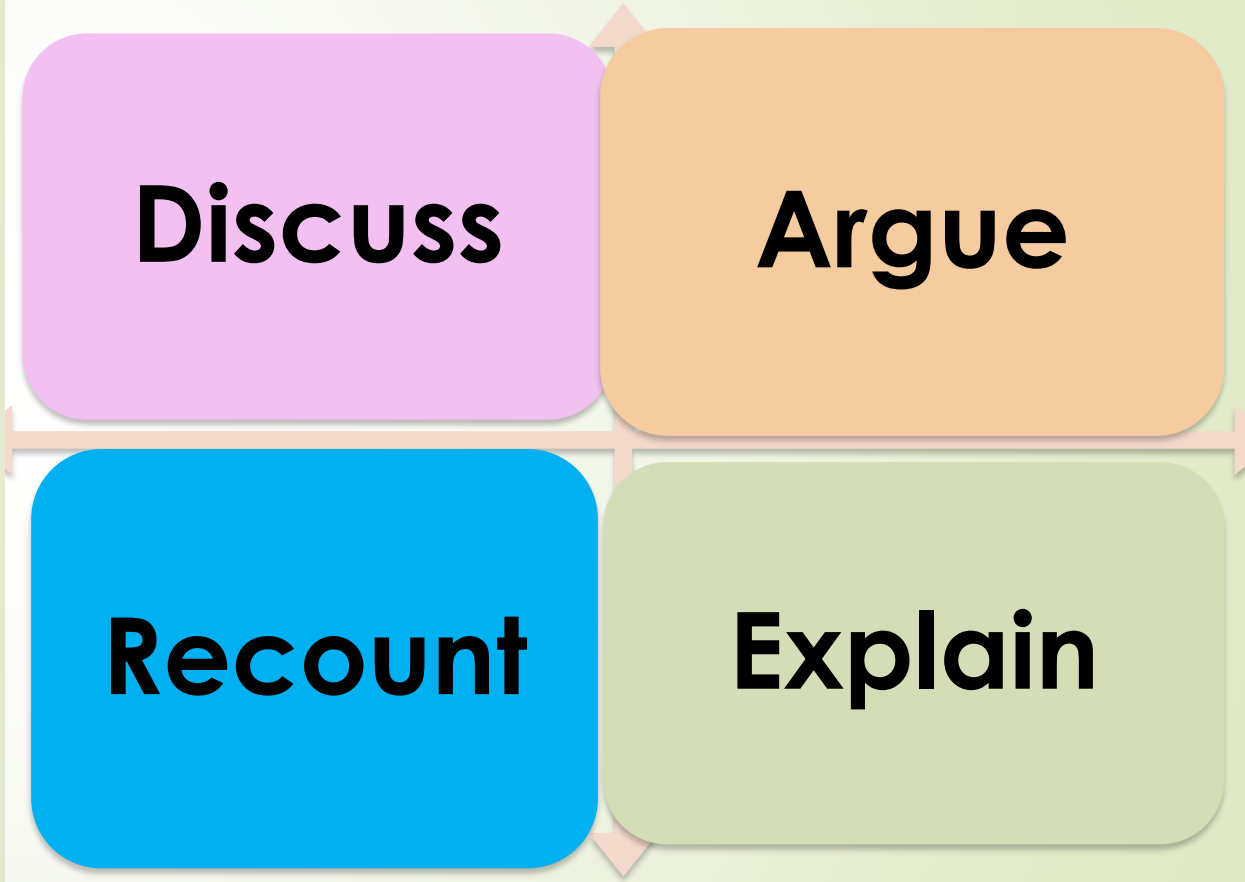
Let's extend the definition of language power to include…

- All activities in which students participate and contribute to their own learning, such as:
  - interacting with peers for a specific purpose
  - collaborating with others to problem-solve or negotiating with others to reach consensus

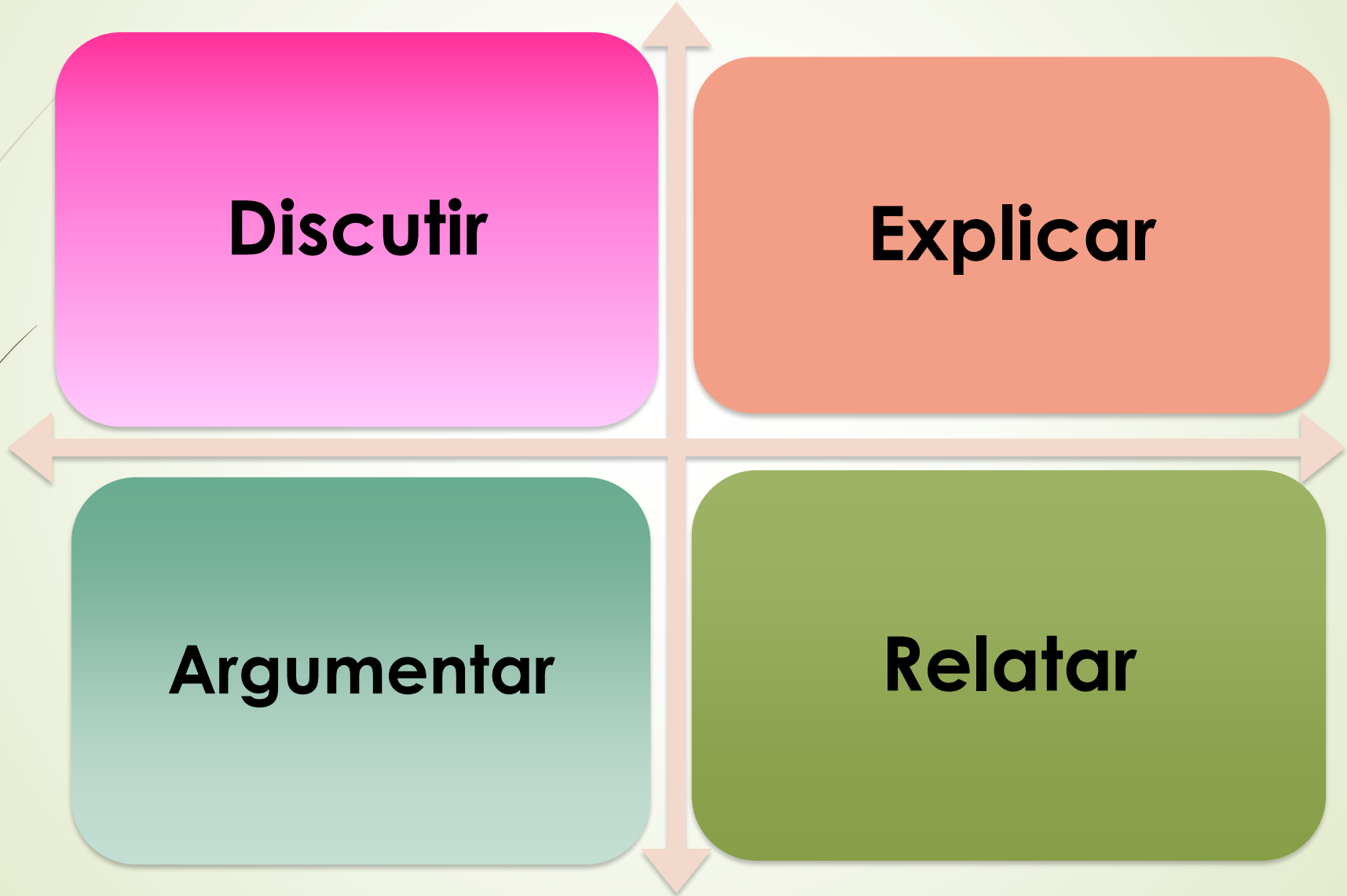
Key Uses of Academic Language

- Meta-language functions that stem from academic content standards, literature, and instructional materials (the work has been done for you!)

- Overarching purposes for language use within and across the content areas



Usos clave del lenguaje académico



Key Uses

Discuss

Argue

Recount

Explain

DISCUSS

To engage in (content-area) topics **with others** for the purpose of sharing and co-constructing knowledge

- Listen for or provide information to others
- Ask and answer referential questions
- Provide examples, details or evidence
- Clarify stances, views, or positions
- Build on others' ideas

ARGUE

To persuade **others** by making claims that are supported by evidence

- State claims or opinions
- Provide supporting evidence
- Offer counterclaims tied to evidence
- Strengthen stance with examples or through emotion
- Persuade others of a course of action

RECOUNT

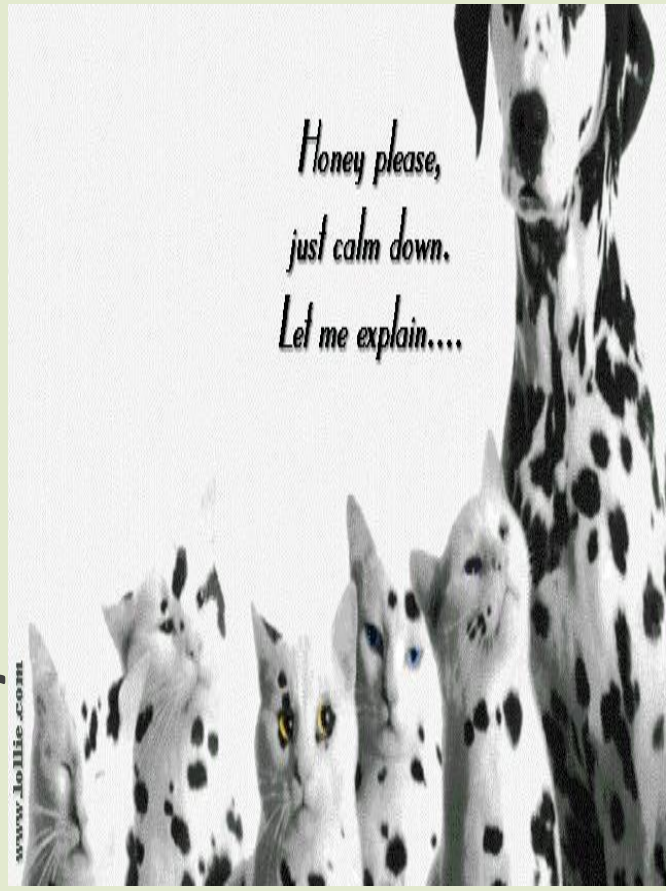
To narrate, tell, or retell stories, reports, and experiences **to others**

- Narrate familiar stories or biographies
- Summarize text
- Report observations
- Retell events or experiences
- Recite poetry or raps

EXPLAIN

To clarify the 'why' or the 'how' between ideas, actions, or phenomena to facilitate understanding **by others**

- Describe the relationship between two objects, two characters, two circumstances
- State how or why something works
- Sequence steps of cycles
- Compare objects or natural phenomena
- Connect causes and effects of actions or processes



Key Use	Students…..
	Engage in two-way tasks to find missing information
	Critique videos, games, or movies of their choice
	Summarize their favorite fairy tales in small groups
	Instruct how to solve a problem using different operations to a peer

Which Key Use?

Key Use	Students…
D	**Engage** in two-way tasks to find missing information
A	**Critique** videos, games, or movies of their choice
R	**Summarize** their favorite fairy tales in small groups
E	**Instruct** how to solve a problem using different operations to a peer

Take the DARE: How might you apply each key use to the following passage? Turn to p. 2 of your handout.

Goal Setting

It's not a good idea to set your goals in negative terms. Or rather, it's important to set your goals in positive terms! Studies show that your brain often flips the meaning of a negative sentence.

Imagine you're trying to watch less TV. You might say to yourself, "I don't want to sit on the couch all day, every day." Believe it or not, you might subconscious think that as, "I want to sit on the couch all day, every day."

Use positive sentences, like, "I want to exercise every day!" It's easier to plan out what you're going to do, instead of what you're not.

https://www.brainpop.com/health/personalhealth/settinggoals/

How might you apply Key Uses to this excerpt?

- 'I can' **discuss** with a friend one of the goals that I have set and one that I didn't choose.
- 'I can' **argue**…
- 'I can' **recount**…
- 'I can' **explain**…

Empowering our students and teachers….
The MA Next Generation ESL Curriculum Project

(NGESL MCUs - 2016)

- DESE in a key partnership with **MATSOL**
- Collaborations with: **Northeast Comprehensive Center/WestEd**, **WIDA**, **CAST** (**UDL**), **Jay McTighe** (**UbD**), and other state and national experts.
- **Field-based teams**: language and content teachers and directors (> 65%)

MA NGESL Project Overview: Deliverables

CLARIFY ROLES	WHAT IS ESL IN MA?	OPERATIONALIZE WIDA STANDARDS
CURRICULUM RESOURCE GUIDE		

Project Overview:
In the NGESL Curriculum Resource Guide…

THEORY OF ACTION

DEFINITIONS: ESL & ROLES IN ELE PROGRAM

COLLABORATION TOOL

CURRICULUM DEVELOPMENT AT THE UNIT LEVEL

CURRICULUM DEVELOPMENT AT THE LESSON LEVEL

FOCUS TOPICS

(TEXT COMPLEXITY, UDL, CRITICAL STANCE, SOCIAL JUSTICE, ETC.)

MA NGESL Project Overview: Deliverables

CLARIFY ROLES

WHAT IS ESL IN MA?

OPERATIONALIZE WIDA STANDARDS

CURRICULUM RESOURCE GUIDE

COLLAB TOOL

INTERACTIVE GUIDE TO COLLAB TOOL

12 ESL MCUs

VIDEOS of units in action

PD

COLLABORATION TOOL: CONTENT & LANGUAGE
Choices to prioritize and organize – T/P/S

Collaboration Tool

Content Area Connection: This unit will address the language of the following content area(s) or WIDA Standard(s): SIL ☐ LoLA ☐ LoMa ☐ LoSc ☐ LoSS ☐

Specific Academic Context: Language development for this ESL unit will be contextualized in the following substantive topic derived from **grade-level** units, themes, or cluster of standards:

_____

Key Academic Practices and/or Standards

*Key academic practices may be replaced with the **state standards** themselves.*

In **listening, speaking, reading, and writing** with **literary** and **informational** language…

Engage with complex academic language
- Participate in grade-appropriate exchanges of information
- Produce clear and coherent language in which the development, organization, and style are appropriate to task, purpose, and audience
- Support analyses of a range of complex texts with evidence
- Use English structures to communicate context-specific messages

Use evidence-based communication *(with opinions, claims, concepts, arguments, or ideas)*
- Paraphrase
- Analyze
- Summarize
- Challenge
- State (name) your own
- Support with reasoning and evidence

Carry out research
- Plan and carry out inquiries
- Evaluate sources
- Build and present knowledge through research by integrating, comparing, and synthesizing ideas
- Communicate research findings

Take part in collaborative interactions
- Build on the ideas of others and articulate your own
- Request clarification
- Discuss key points

Language: Key Uses of Academic Language

Macro Functions

- RECOUNT
- EXPLAIN
- ARGUE
- DISCUSS

"DISCUSS" points to the importance of the oral, interactive component of all the academic practices.

Micro Functions

*Select micro functions according to need and context. Click on the links below for **sample progressions***

- Cause/effect
- Classify
- Compare/contrast
- Contradict/disagree
- Describe
- Elaborate
- Evaluate
- Identify/ name/label
- Inquire
- Justify
- Predict
- Sequence
- State opinion /claim
- Summarize

- *Insert any micro function as necessary*

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

ELP 5	ELP 4	ELP 3	ELP 2	ELP 1
• 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.	• Expanded related ideas in connected discourse with a variety of sentences. • A variety of complex grammatical constructions with patterns characteristics of specific content areas. • Content-specific and some technical academic vocabulary.	• A series of extended sentences and related ideas. • Repetitive and some complex grammatical structures with patterns characteristics of specific content areas. • Some content-specific and academic vocabulary, including cognates.	• 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.	• Single words, phrases, or language chunks to represent ideas. • Phrase-level patterns and structures. • Everyday social, instructional, and content words and expressions.

Thinking Space 1: Develop unit-level Focus Language Goals (FLGs) in the context of grade-appropriate topics and standards. FLGs should always include at least a language FUNCTION and a KEY ACADEMIC PRACTICE or content STANDARD stem.
Below are adaptable "formulas" for creating FLGs to arrive at UbD unit Stage 1 goals.

Key Use (macro) + key academic practice
DISCUSS by building upon ideas of others and articulating your own claims.

Key Use (macro) + micro function + key academic practice
ARGUE by stating a claim supported with reasoning and evidence.

Key Use (macro) + state standard stem
RECOUNT to delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (ELA-Literacy SL.6.3)

Key Use (macro) + micro function + key academic practice + substantive topic
EXPLAIN by describing cause and effect to participate in grade-appropriate exchanges of information about the role that human activities have played in causing the rise in global temperatures. (STE 8.MS-ESS3-5)

Write your FLG here:_____

_____

_____

_____

MICRO FUNCTION LINKS: SAMPLE PROGRESSIONS
Unpack language to create flexible instructional paths

MICRO FUNCTION: JUSTIFY to give reasons for an action, decision, choice, opinion, point of view, to prove a point, and/or convince others.

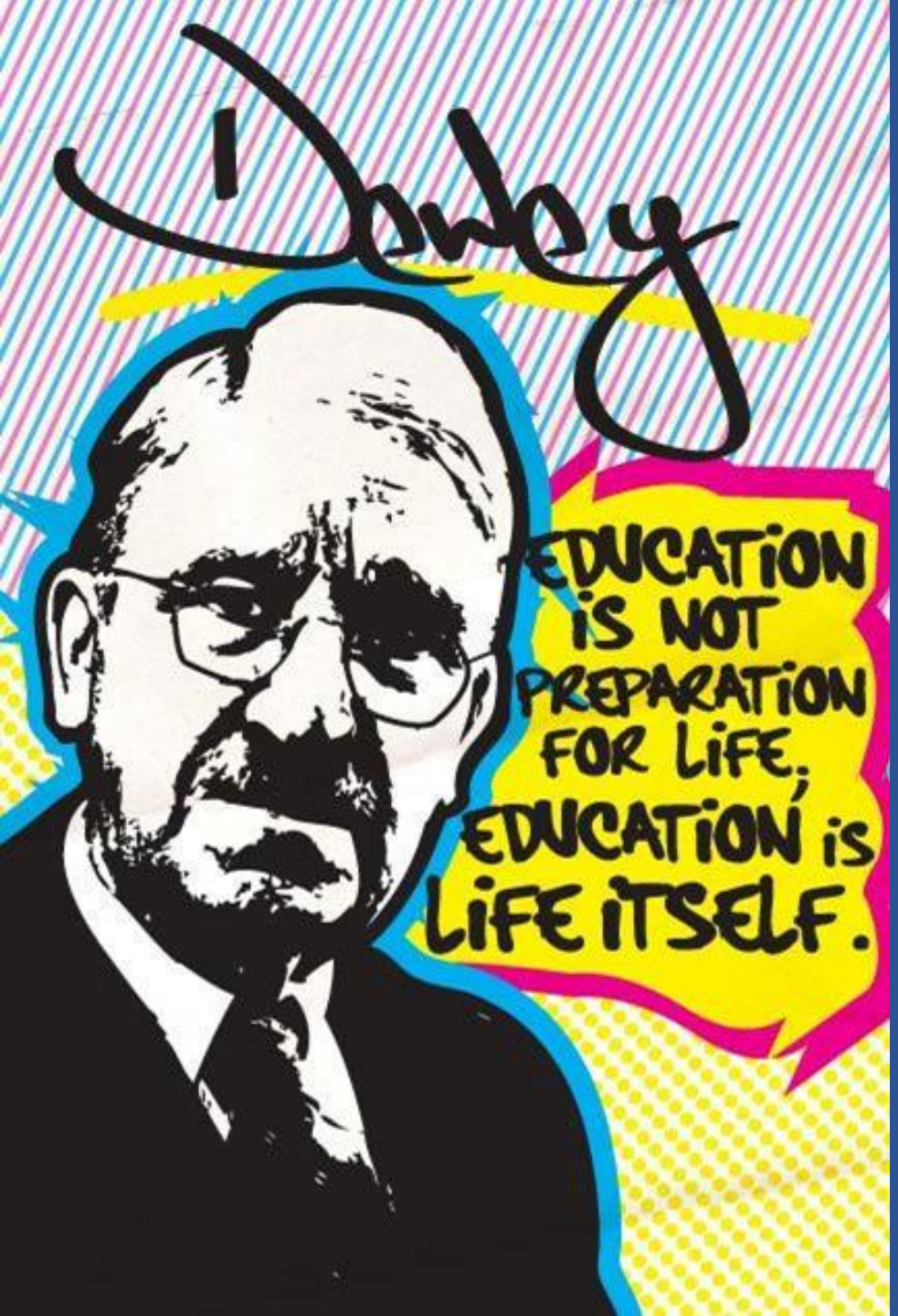
TASKS ASSOCIATED WITH FUNCTION: justify, argue, persuade, make a case for or against, compare, contrast, distinguish, discriminate, illustrate, recognize, point out, relate, deduce, categorize, combine, document, support, test, validate, verify, refer, give/support your point of view, debate, defend, show, rationalize, think, convince, sway, etc.

KEY WORDS ASSOCIATED WITH FUNCTION: *critical, crucial, debatable, evidence, tone, thesis, include, preclude, irrelevant, relationship, criteria, rationale, because of, for this reason, due to, belief, support, evidence, furthermore, moreover, clearly, refer to,* etc.

	I. COMMONLY EMBEDDED FORMS *Non-prescriptive, and when participating in grade-appropriate classroom activities*			II. SENTENCE FRAME EXAMPLES *Typical patterns, non-prescriptive; order is from more complex frames to less (see note at top of page)*
5	Justify showing independent control of English. Make a justification based upon a complex sequence of events, ideas, opinions, and/or steps in a process, using a wide variety of complex and sophisticated, descriptive sentence structures and a wide vocabulary.			• Based on writing by author X, who is an expert in Y, I believe that... • On top of it all, the compelling evidence to support this... • X, which is perhaps the key fact, is the main reason why ___. • One of the integral factors would have been _____. • According to ___, _____; therefore, _____. • As a result of _____, _____. • From our perspective, the primary justification would be... • In lieu of _____, the evidence supports... • Indeed, _____. • _____ will _____ due to _____. • _____ can be justified by _____. • It is significant to note _____, because _____. • A point often overlooked is _____. • _____; consequently _____. • _____; thus we can see that _____. • In my opinion, ___ should ___ because ___. • As _____ indicates, _____. • It is apparent that
	Discourse *What is the amount of content-specific language that can be quickly processed or easily produced?*	**Sentence** *How much information is packed within a sentence structure (clause) or sentence?*	**Word/Phrase** *What is the range and specificity of words, phrases, and expressions used?*	
	• Make a justification based upon a complex sequences of events, ideas, opinions, and/or steps. Demonstrate stamina in receiving or providing an elaborated justification. • Justify using multiple paragraphs, chapters, and essays on grade-appropriate content-area text. • Justify using an accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events.	Justify using descriptive sentences characterized by wide variety of sophisticated sentence structures, including: • Verb forms such as passive voice and subjunctive. • Modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers). • A wide range of idiomatic and unique sentence patterns characteristic of content-area justifications.	Justify using a wide vocabulary, including: • A larger proportion of vivid, less frequently occurring words and phrases. • Precise derivations of words and phrases regardless of context, such as general, specific, technical, and abstract content-related vocabulary; cognates; content-specific collocations; and figurative language. • Precise use of intensive pronouns. • Opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity.	

Project Overview: Educational Theory

My humanity depends on your humanity



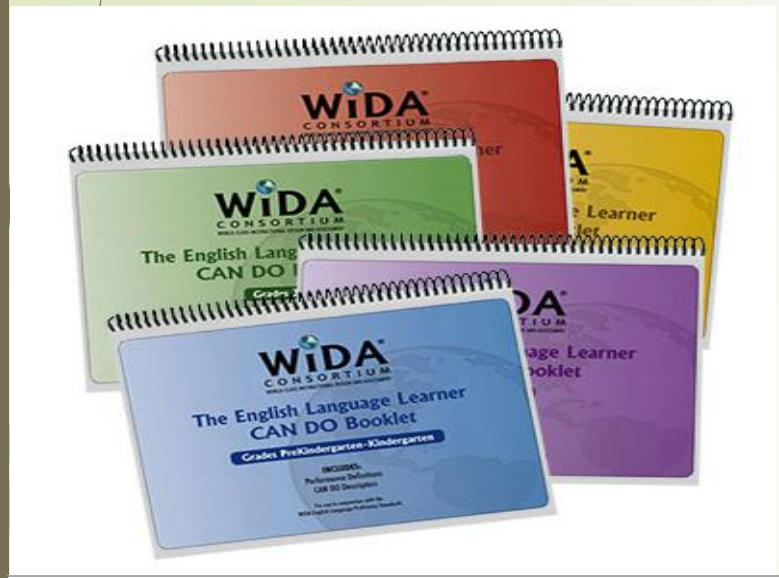
Project Overview: Educational Theory

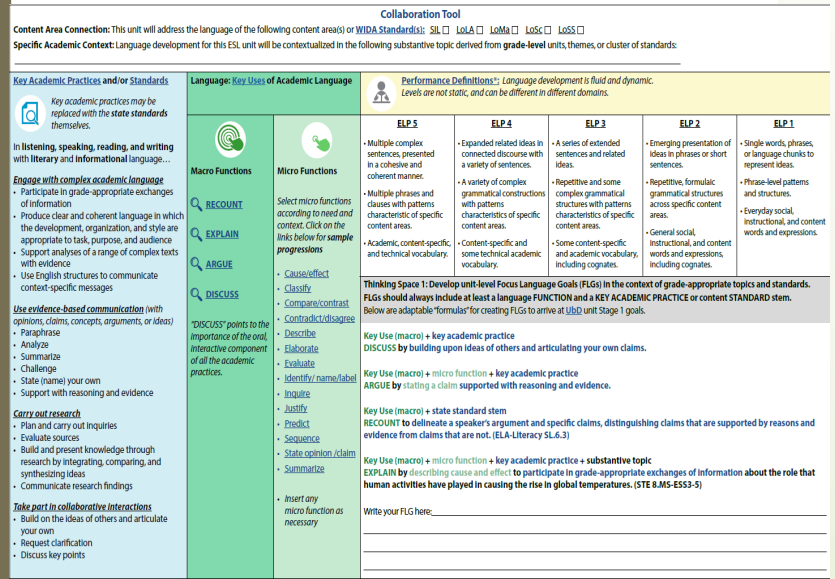
- Knowledge is not finite
- Field-based: educators as leaders, researchers, & intellectuals
- Central focus: Thinking processes & continuous improvement cycle
- The human condition is the heart of it all *(Juan Felipe Herrera – first Latino poet Laureate in the U.S.)*

Resources

- Next Generation ESL MCU Curriculum Resource Guide
- Collaboration Tool
- Interactive Guide to the Collaboration Tool (under miscellaneous)
- 12 ESL Model Curriculum Units
- Instructional videos: units in action
- Facebook: Pedagogy, Curriculum, & Policy for Multilingual Learners

Tools and Resources for Key Uses





Collaboration Tool

Content Area Connection: This unit will address the language of the following content area(s) or WIDA Standard(s): SIL ☐ LoLA ☐ LoMa ☐ LoSc ☐ LoSS ☐

Specific Academic Context: Language development for this ESL unit will be contextualized in the following substantive topic derived from **grade-level** units, themes, or cluster of standards:

Key Academic Practices and/or Standards	Language: Key Uses of Academic Language		Performance Definitions*: *Language development is fluid and dynamic. Levels are not static, and can be different in different domains.*				
*Key academic practices may be replaced with the **state standards** themselves.*	Macro Functions	Micro Functions	ELP 5	ELP 4	ELP 3	ELP 2	ELP 1
In **listening, speaking, reading, and writing** with **literary** and **informational** language…	RECOUNT EXPLAIN ARGUE DISCUSS *"DISCUSS" points to the importance of the oral, interactive component of all the academic practices.*	*Select micro functions according to need and context. Click on the links below for **sample progressions***	• 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.	• Expanded related ideas in connected discourse with a variety of sentences. • A variety of complex grammatical constructions with patterns characteristics of specific content areas. • Content-specific and some technical academic vocabulary.	• A series of extended sentences and related ideas. • Repetitive and some complex grammatical structures with patterns characteristics of specific content areas. • Some content-specific and academic vocabulary, including cognates.	• 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.	• Single words, phrases, or language chunks to represent ideas. • Phrase-level patterns and structures. • Everyday social, instructional, and content words and expressions.
Engage with complex academic language • Participate in grade-appropriate exchanges of information • Produce clear and coherent language in which the development, organization, and style are appropriate to task, purpose, and audience • Support analyses of a range of complex texts with evidence • Use English structures to communicate context-specific messages		• Cause/effect • Classify • Compare/contrast • Contradict/disagree • Describe • Elaborate • Evaluate • Identify/ name/label • Inquire • Justify • Predict • Sequence • State opinion /claim • Summarize • *Insert any micro function as necessary*					
Use evidence-based communication *(with opinions, claims, concepts, arguments, or ideas)* • Paraphrase • Analyze • Summarize • Challenge • State (name) your own • Support with reasoning and evidence							
Carry out research • Plan and carry out inquiries • Evaluate sources • Build and present knowledge through research by integrating, comparing, and synthesizing ideas • Communicate research findings							
Take part in collaborative interactions • Build on the ideas of others and articulate your own • Request clarification • Discuss key points							

Thinking Space 1: Develop unit-level Focus Language Goals (FLGs) in the context of grade-appropriate topics and standards.
FLGs should always include at least a language FUNCTION and a KEY ACADEMIC PRACTICE or content STANDARD stem.
Below are adaptable "formulas" for creating FLGs to arrive at UbD unit Stage 1 goals.

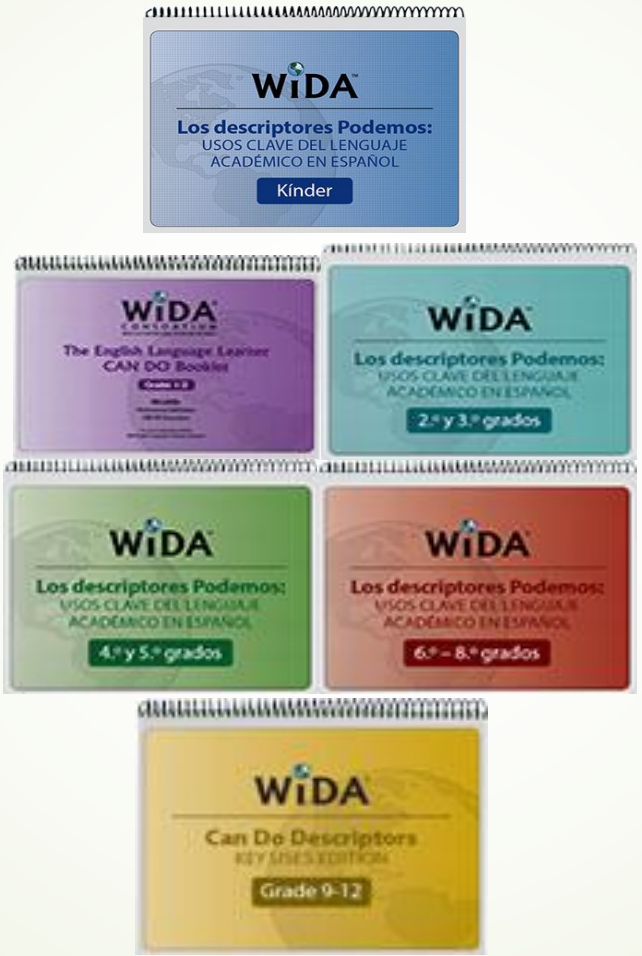
Key Use (macro) + key academic practice
DISCUSS by building upon ideas of others and articulating your own claims.

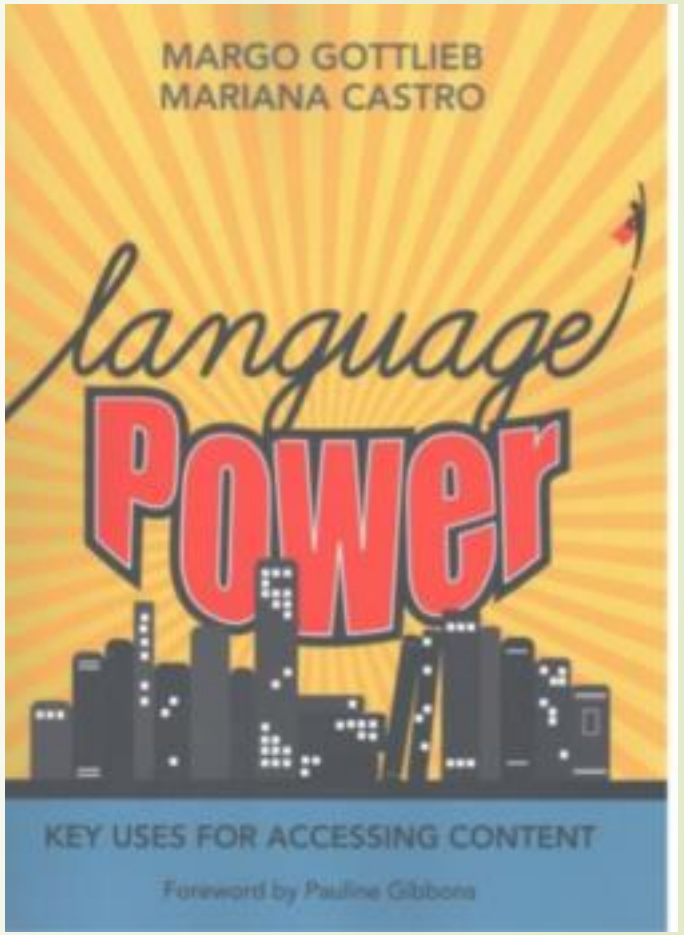
Key Use (macro) + micro function + key academic practice
ARGUE by stating a claim supported with reasoning and evidence.

Key Use (macro) + state standard stem
RECOUNT to delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (ELA-Literacy SL.6.3)

Key Use (macro) + micro function + key academic practice + substantive topic
EXPLAIN by describing cause and effect to participate in grade-appropriate exchanges of information about the role that human activities have played in causing the rise in global temperatures. (STE 8.MS-ESS3-5)

Write your FLG here:_____





© 2017 Board of Regents of the University of Wisconsin System

We tend to look through language and not realize how much power language has.

Deborah Tannen

meetville.com

Other Conference Sessions

- Margo Gottlieb:
  - Looking at Assessment Through the Lens of Multilingual Learners (Thu, 8:30am–9:15am, UL3: Ballroom North)
- Fernanda Kray:
  - RETELL and SEI Endorsement Panel: Where Do We Go From Here? (Wed, 2:30-4:00 - UL5: Sudbury,)
  - OLA Updates: SEI Programmatic Guidance, NGESL, PD (Thursday, 10:30-11:15 - D Ashland)