

# Building an ESL Map and Curriculum by Planning for Flexibility

Systematic, Flexible, Strategic

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# Boni-esther Enquist

## MATSOL Consultant

- SEI course writer/instructor/reviser/trainer
- Facilitator of nearly ALL MATSOL offerings
- ESL MCU Project Member and FACT trainer
- Consultant related to ESL Curriculum in about a dozen districts

# How can a Curriculum Map and Tools...

- Show strategic, systematic, yet flexible, progression of English skills across an EL's ESL life?
- Best connect to key content areas & school tasks?
- Distinguish ESL as its own subject area (vs. SEI)?
- Be organized under one unifying (but flexible) approach related to language, not necessarily a theme or an ESL textbook?

# Considerations for New Bedford:

- Expediency, big city district-wide, level 4
- Calendar: *Sept. ACCESS Test Month, Biography, Math unit*
- Teachers: varying skill/experience levels
- Creating a writing team: writers, revisers, unit pilots, managers of documents
- Details: time, budget, experience, etc.

So many considerations! It's like...

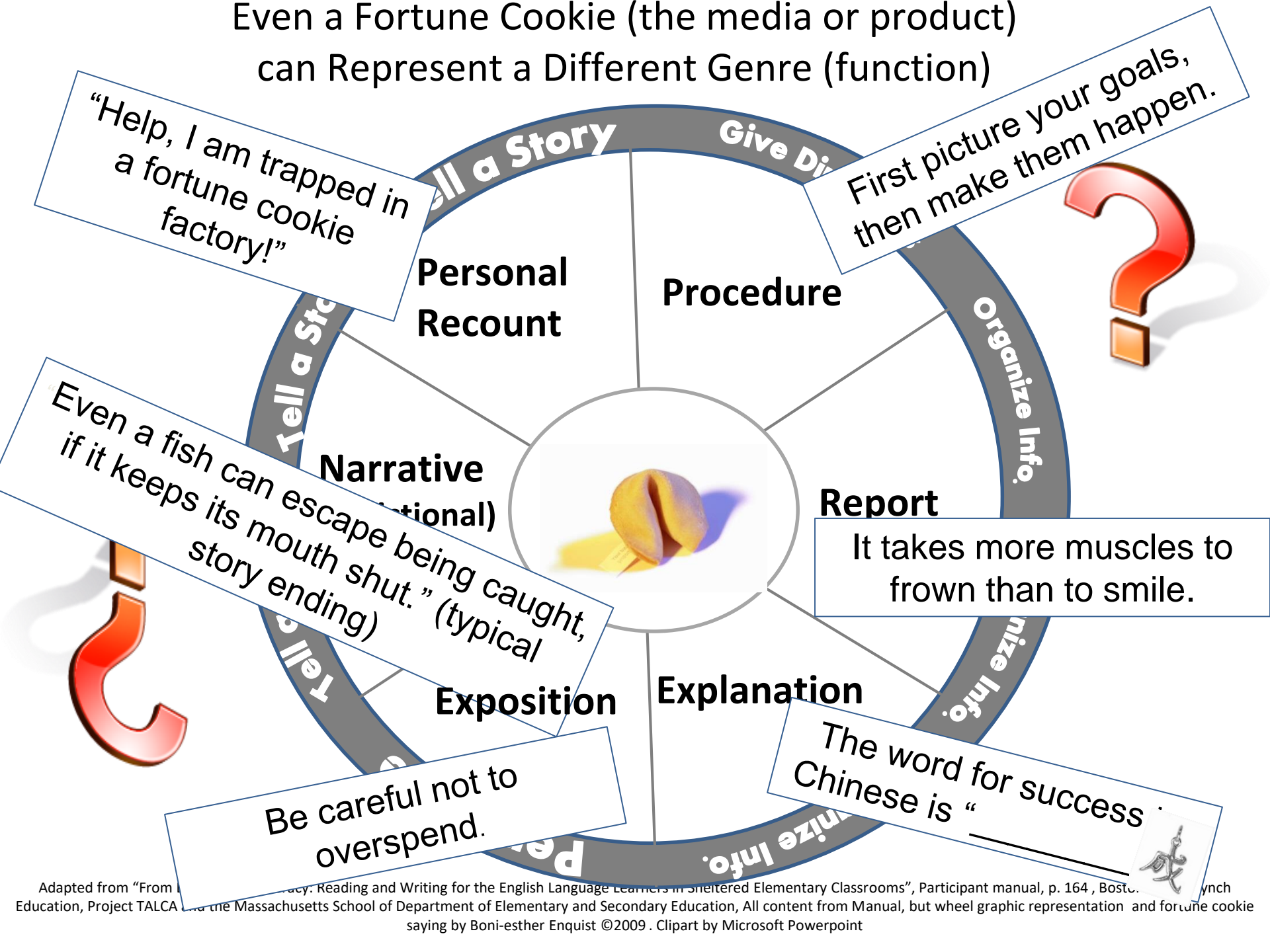
# Playing Chess on the Starship Enterprise



# One Solution

- To have 1-2 areas of focus of language for each unit and do that WELL!
- To find a grade appropriate content area/topic/theme as a context to maximize exposure and practice opportunity for those targeted English skills.
- Ensure a systematic coverage of those skills for ALL ELs, at ALL levels and to spiral through linguistic features across a number of years.
- To reflect Systemic Functional Linguistics ----→

# Even a Fortune Cookie (the media or product) can Represent a Different Genre (function)



Adapted from "From ... Reading and Writing for the English Language Learners in Sheltered Elementary Classrooms", Participant manual, p. 164, Boston, Massachusetts School of Department of Elementary and Secondary Education, All content from Manual, but wheel graphic representation and fortune cookie

# Organizing Approach Creates:

- Strong, unified foundation.
- Sharing of resources
- Peace of Mind! *“We are all covering the language of a biography well in February. We will cover past tenses, pronouns, abbreviations, and other forms common to biographies. We will cover that WELL and revisit it, using perfect tenses and more advanced English in the future. We can leave OTHER things for OTHER units.”*



# Some Supports for this Approach from MA DESE

- DESE's ESL MCU Project!!
  - Defining ESL
  - Sharing UbD – Start with the END product
  - Sample Units (handouts, pp. 7-8)
  - Abridged Version of Units (pp. 9-11)
  - Tools (Collaboration Tool/Progressions) to ensure flexibility and that no ELs will be relegated to learning only a rigid set of English skills.

# Connects to WIDA's Lenses of looking at 3 Dimensions of Language

- Word
- Language forms and Conventions
- Discourse
- All set within a socio-cultural context

The Features of Academic Language operate within sociocultural contexts for language use.

Dimension	Performance Criteria	Features
Discourse	<b>Linguistic Complexity</b> <i>(Quantity and variety of oral and written text in communication)</i>	<ul style="list-style-type: none"><li>• Amount of speech/written text</li><li>• Structure of speech/written text</li><li>• Density of speech/written text</li><li>• Coherence and cohesion of ideas</li><li>• Variety of sentence types to form organized text</li></ul>
Sentence	<b>Language Forms and Conventions</b> <i>(Types, array, and use of language structures in communication)</i>	<ul style="list-style-type: none"><li>• Types and variety of grammatical constructions</li><li>• Mechanics of sentence types</li><li>• Fluency of expression</li><li>• Match language forms to purposes/perspectives</li><li>• Formulaic and idiomatic expressions</li></ul>
Word/Phrase	<b>Vocabulary Usage</b> <i>(Specificity of word or phrase choice in communication)</i>	<ul style="list-style-type: none"><li>• General, specific, and technical language</li><li>• Multiple meanings of words and phrases</li><li>• Nuances and shades of meaning</li><li>• Collocations and idioms</li></ul>

The 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

# (Time Permitting)

## Future Issues will likely include...

- **Using more DESE units** as launching points (pp 7-11)
- **Higher Proficiency Levels:** Language of Conjecture
- **More Plug-n-Play Units:** the “Language” of Pattern Books: (varies with type - if/then, sequencing, etc.)
- **Journal writing:** Lewis and Clark, Anne Frank, students’ own journals
- **Delineate Newcomer/Early Literacy** as an additional thread
- **More culture, Fill in English “gaps”**

# Monica Filgo

- Elementary ESL Teacher (General Ed. background)
- Piloted DESE General Ed MCU: Sci/Elementary
- Piloted DESE: Weathering & Erosion, Animal Unit (Describing Habitats),
- New Bedford Units: Biography, Poetry, Compare/Contrast, Procedure (Back to School)
- “Menu Tool” Specialist (linguistic progression, 3 dimensions of academic language)

# Starting with Model Curriculum Units

## ESL Model Curriculum Units:

[http://www.doe.mass.edu/candi/model/download\\_form.aspx](http://www.doe.mass.edu/candi/model/download_form.aspx)

The screenshot shows a web browser window with the URL [www.doe.mass.edu/candi/model/download\\_form.aspx](http://www.doe.mass.edu/candi/model/download_form.aspx). The page header includes navigation links: [Parents & Families](#), [Educators & Administrators](#), [Teaching, Learning & Testing](#), [Data & Accountability](#), [Finance & Funding](#), [About the Department](#), and [Education Board](#). The main content area is titled "Center for Instructional Support" and "Model Curriculum". It contains the following text:

Thank you for your interest in the Model Curriculum Units developed by Massachusetts teachers and administrators working with the Department of Elementary and Secondary Education (ESE).

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By registering your contact information, you are acknowledging that you understand that the units are copyright protected. You are acknowledging and agreeing that you will all copyright protections associated with these materials and will not knowingly violate those protections. For example, you will not claim these copyrighted materials as your own or sell them.

In order to access these units, please fill out the form below. An email will be sent to you which includes a link to these units. This registration is valid for thirty days and you can renew this registration as many times as needed.

Please enter your contact information.

\* First Name:

\* Last Name:

\* Email:

\* Organization Name:

\* Organization Type:

\* Required Fields

The footer of the page contains the links: [E-mail this page](#) | [Print View](#) | [Print](#)

# Curriculum Team

- Monster notebook hard copies of all units
- Assign tasks based on member's interests, skills, preference to work alone or with a partner, availability
- Representation across grade spans
- Recognize this is a DISTRICT initiative and less about what the teacher "likes" to teach
- Ability to cycle between big picture & details

# Unit Piloting: develop awareness, interest, direction

- **Elementary:** Weathering and Erosion
- **Middle School:** Access to Clean Water
- **High School:** Civil Rights

Collection of feedback to inform next steps

# Compare-Contrast

## A “Plug and Play” Unit

A message to ALL New Bedford Public Schools ESL educators:

*Happy ACCESS month!*

Are you constantly pulled for testing during the month of January?



Are your students exhausted due to high stakes assessments?

Do weather-related student absences and snow days mess with the flow of your strategically designed lessons?



If so, then this unit was made for YOU!



# Unit Overview: page 3

- Plug and Play = flexibility to modify for all grade / proficiency levels
- Includes unit rationale

## Comparing and Contrasting High Interest Topics: A “Plug and Play” ESL Unit for January

Social Instructional Language, Adaptable to Grades K–12—English Language  
Proficiency Levels 1-5

This unit is intended to deliver systematic, explicit, and sustained English language development in the context of the Massachusetts Curriculum Frameworks. The purpose of this unit is to help ELs develop social and instructional language, as well as language necessary for academic success in the content area of social studies and ELA. They will also learn language that will be used recurrently across various academic contexts.

The embedded language development of this unit centers on two of the [Key Uses of Academic Language](#):

- EXPLAIN by describing an accomplishment, landmark, invention/tool, or world record and summarizing key elements.
- DISCUSS by comparing and contrasting aspects of the topic with colleagues.

These unit-level *Focus Language Goals* were created through an analysis of the linguistic features associated with compare and contrast, which is an identified area of academic language need for many English Learners. Teachers will adapt this unit to meet the particular needs of their grade spans and English language proficiency levels of their students.

This unit was intentionally designed to create flexibility and to accommodate the unpredictable schedule demands associated with January ACCESS assessments and inclement weather. It will be preceded by a short series of lessons designed to prepare students for ACCESS. Topics chosen for this unit are teacher-driven based on student interest and are of a social and/or historical nature to maximize student engagements. This unit is intended to be taught by an ESL teacher, and collaboration with the content teacher is recommended. Considering the fact that this unit features the language of compare and contrast, an ESL teacher should consult with students' SEI teachers for input. It is also important to keep in mind that in addition to the dedicated, language-focused instruction outlined in this unit, English learners (ELs) must have access to all core academic content.

This unit offers students contextualized, extended practice with discourse, sentence, and word/phrase dimensions of academic language targeted in the unit. By the end of the unit, students will have had an opportunity to develop academic language they can use to discuss, explain, describe, and summarize about the significance of human feats, landmarks, inventions and tools, or world records.

# Considerations for Teachers to Create Flexibility: page 4

- High-interest topics: innovation and change
- Tips to help teachers prepare

This unit contains...	You will need to...	You may want to...
<ul style="list-style-type: none"> <li>▪ <a href="#">UbD</a> stages 1-3 (desired results, evidence, learning plan – includes lesson overviews, NOT lesson plans)</li> <li>▪ Collaboration Tool with hyperlinks to four targeted language functions (compare and contrast, summarize, inquire, categorize)</li> <li>▪ Lesson flow chart to accompany lesson overviews</li> <li>▪ MENU tool to differentiate language skills and knowledge by proficiency level; feel free to make the language skills appropriate for your students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Familiarize yourself with the unit at least two weeks before starting it</li> <li>▪ Add appropriate grade level Common Core Standards</li> <li>▪ Choose one of the topic categories (human feats, landmarks, inventions and tools, or world records)</li> <li>▪ Select three pairs of topics to compare and contrast               <ul style="list-style-type: none"> <li>○ Example 1: the Eiffel Tower and the Statue of Liberty; the Grand Canyon and Yellowstone National Park; the Leaning Tower of Pisa and the Great Wall of China</li> <li>○ Example 2: a cell phone and a disposable camera; a hammer and a saw; a horse carriage and an automobile</li> </ul> </li> <li>▪ Provide short texts and videos or audio recordings about the topics</li> <li>▪ Create graphic organizers/anchor charts for categorizing, comparing and contrasting, and summarizing</li> <li>▪ Develop detailed lesson plans based on lesson overviews</li> <li>▪ Create rubrics and criteria for language checkpoints/portfolio entries</li> </ul>	<ul style="list-style-type: none"> <li>▪ Eliminate one of the topic pairs (either pair B or C) to shorten the unit if time is limited</li> <li>▪ Consult with an ESL teacher for more ideas on how to differentiate for your particular student groupings</li> <li>▪ Poll SEI teachers to see if they can identify any areas of student need in terms of the Focus Language Goals</li> <li>▪ Create additional tools for this unit to share with colleagues or to use in the future</li> </ul>

# Stage 1 – Desired Results: page 5

- Focused Language Goals (FLGs)
- Scope of the unit in context of the scope of the curriculum as a whole

Stage 1—Desired Results	
<b>ESTABLISHED FOCUS GOALS:</b> G <b>Focus Language Goals/Standards:</b> G.1 EXPLAIN by describing an accomplishment, landmark, invention/tool, or world record and summarizing key elements. G.2 DISCUSS by comparing and contrasting aspects of the topic with colleagues.  <i>*Although there may be some inclination to incorporate ARGUE, stating claims, and supporting with evidence at certain points in the unit, teachers are advised to resist this as it goes beyond the linguistic scope of these Focus Language Goals.</i>  <b>Content Connections</b> <i>The student is building toward:</i> <i>Please insert grade-level appropriate state standards here.</i>	<b>Transfer</b> <i>Students will be able to independently use their learning to...</i> T T.1 Communicate for social and instructional purposes within school setting. T.2 Communicate information, ideas, and concepts necessary for academic success in the content area of ELA. T.3 Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
	<b>Meaning</b>
	<b>UNDERSTANDING S</b> <i>Students will understand that...</i> U.1 Certain accomplishments, landmarks, inventions/tools, and world records have had a significant impact on present-day society. U.2 We can use language to summarize, compare, and contrast key elements or features of an accomplishment, landmark, invention/tool, or world record. U.3 We use different types of questioning for various purposes.

# Knowledge & Skills-where we REALLY teach ENGLISH: page 6

- How will students achieve the Focused Language Goals?
- Cycle of planning: FLGs, Knowledge, Skills, Content Embedded Performance Assessment (CEPA)

Language Acquisition in the Four Domains	
KNOWLEDGE	SKILLS
<p><i>Students will know...</i></p> <p>K.1 Language for questioning</p> <p>K.2 Language of categorization</p> <p>K.3 Comparative adjectives</p> <p>K.4 How to form compare and contrast statements with signals (e.g. <i>however, but</i>)</p> <p>K.5 Content-specific vocabulary</p> <p>Historical accomplishments (e.g. <i>famous, well-known, remarkable, achievements</i>)</p> <p>Landmarks (e.g. <i>locate, construct, build, represent, symbolic, depict, show, "national treasure," points of interest</i>) – language for size (<i>dimensions, measurement</i>)</p> <p>Invention/tool (e.g. <i>technology, inventor, patent, fabricate, copyright, plagiarize, research, usefulness, conduct, tool</i>)</p> <p>World records (e.g. <i>superlatives – fastest, biggest – language for measurements and time – miles, feet, kilometers, per hour</i>)</p> <p>K.6 Past tense verbs, regular and irregular</p> <p>K.7 Expressions of time</p> <p>K.8 Language for summarizing (see Collaboration Tool <a href="#">hyperlinks</a>)</p> <p>K.9 Sentence structure (<i>dependent on levels</i>)</p> <p>K.10 Language to discuss how historical accomplishments, landmarks, inventions/tools, or world records are significant (e.g. <i>significant/significance, important/ importance, relevant/relevance, key, vital, crucial</i>)</p>	<p><i>Students will be skilled at...</i></p> <p>S.1 Describing a historical accomplishment, landmark, invention/tool, or world record.</p> <p>S.2 Summarizing information about a historical accomplishment, landmark, invention/tool, or world record.</p> <p>S.3 Comparing and contrasting elements or aspects of a historical accomplishment, landmark, invention/tool, or world record.</p> <p>S.4 Discuss/question by comparing and contrasting two or more accomplishments, landmarks, inventions/tools or world records.</p>

# Stage 2 – Evidence: page 7

- CEPA: Curriculum Embedded Performance Assessment
- Connected to Knowledge, Skills, and Focused Language Goals

Stage 2—Evidence	
EVALUATIVE CRITERIA	ASSESSMENT EVIDENCE: Language Development
<ul style="list-style-type: none"> <li>Effective use of compare/contrast signals (<i>but, however, on the other hand, similarly, likewise</i>)</li> <li>Correct use of content-specific vocabulary (see K.2)</li> <li>Appropriate use of past tense verbs, regular and irregular</li> <li>Accurate use of language to discuss significance (e.g. <i>key, vital, crucial</i>)</li> <li>Accurate use of language to summarize and pose questions (see <i>Collaboration Tool Micro-function hyperlinks</i>)</li> <li>Appropriate use of social instructional language (e.g., <i>I learned, I understood</i>) when self-reflecting on portfolio artifacts.</li> </ul>	<p><b>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (Performance Tasks)</b> <span style="float: right;">PT</span></p> <p><i>As a result of:</i></p> <ul style="list-style-type: none"> <li>Describing historical accomplishments, landmarks, inventions/tools, or world records using language for summary</li> <li>Reading, listening to, and summarizing texts about historical accomplishments, landmarks, inventions/tools, or world records</li> <li>Comparing and contrasting two or more accomplishments, landmarks, inventions/tools, and world records using signals or transition words and phrases</li> <li>Discussing key aspects of the topic with peers using academic language</li> </ul> <p><i>Students will create a portfolio composed of work they have completed throughout the unit, including self-reflections on each piece. The portfolio will include:</i></p> <ul style="list-style-type: none"> <li>A summary of written and/or oral text about a historical accomplishment, landmark, invention/tool, or world record</li> <li>A set of student-created questions to interview peer about his or her topic</li> <li>Statements or evidence of learning showing mastery of targeted language skills (summarize, describe, compare, contrast, question) and linguistic feature and form</li> <li>Graphic organizers (e.g. <i>Venn Diagrams</i>) showing language of comparison/contrast between two different topics.</li> <li>Written description of the topic's importance.</li> </ul>



# Stage 3 - Learning Plan

## (1 page of several): pages 8-11

- Sociocultural implications
- What do students need more exposure to?

**Stage 3—Learning Plan**

**SOCIOCULTURAL IMPLICATIONS:**

*Register:*

- Delivering an oral presentation may be a new concept for some students.

*Topic:*

- Historical Accomplishments: Students may be unfamiliar with famous accomplishments in U.S. history – this may be considered as a focus for newcomer students.
- Landmarks: Students may be unfamiliar with famous landmarks in the U.S. – this may be considered as a focus for newcomer students. At the same time, some students may have strong background knowledge about famous landmarks in other countries, and this should be capitalized on.
- Inventions/Tools: Depending on various factors (such as time spent in the U.S., prior or current work experience, etc.) students may be more familiar with some inventions/tools than others. Consider allowing students to further explore an invention or tool that they are already very familiar with, in addition to exploring one that is foreign to them.
- World Records: Students may not be familiar with resources such as The Guinness Book of World Records, which is culturally relevant to the U.S. They may have heard or read stories about famous world records and should be encouraged to share this knowledge.

*Task/situation:*

- Students may be unfamiliar with the organization of a portfolio.
- Students may not feel comfortable giving an oral presentation in front of the class. Consider allowing students to present their summaries of topics in other formats.
- Students may be unfamiliar with academic conversations and collaborative group norms. Students may follow different social norms from those expected in American classrooms such as speaking out of turn, taking turns by standing up, asking follow-up questions, expecting all participants to participate at every turn, etc.
- Some students may have a different understanding of what it means to summarize a text and take notes, based on prior education experiences (i.e. which details to include, how to be brief and succinct).
- Identity and social role: Being a presenter (especially presenting on their own) may be a new role for some students.

# Summary of Lessons: pages 8-11

## Flow: page 18

- Modeled after DESE Units
- Lesson “flow”. This is as far as we take a unit at this point. Teachers can usually, then, on their own, create lessons (which take a lot of time) and find appropriate resources.

**SUMMARY OF KEY LEARNING EVENTS AND INSTRUCTION**

**Lesson 1: Day 1—Introducing and Pre-Assessing Language of Compare/Contrast and Summary**

- **Language objective:** Students will be able to compare and contrast two symbols by responding to a writing or speaking prompt using compare and contrast signals.
- **Brief overview of lesson:** Students will be introduced to some of the key language related to comparing, contrasting, and summarizing. Prior to direct instruction on the key language, through an un-coached writing or speaking activity, they will respond to a prompt in which they compare and contrast two sample symbols (i.e. the American flag and a dollar bill) by summarizing the key elements. The lesson will conclude with students categorizing features of the symbols on board or anchor chart.

**Lesson 2: Days 2, 3 - Language for Questioning, Categorizing, and Summarizing Related to the Topic: Pair A**

- **Language objective:** Students will be able to categorize the key elements of a pair of topics by asking and answering questions, using language for questioning, categorizing, and summarizing, and topic-related vocabulary.
- **Brief overview of lesson:** On the first day of the lesson, students will learn vocabulary words and phrases that are useful for describing the first topic in Pair A. They will read a short text about this topic (i.e. the Statue of Liberty), and the teacher will pose questions orally about key elements of the topic. Then, in small groups, students will pose other oral questions about the same topic (based on the text) to elicit responses from another group. On the second day of the lesson, students will learn vocabulary words and phrases useful for describing the second topic in Pair A (i.e. the Eiffel Tower). Then they will watch a video or listen to a recording about it. The teacher will present language of categorization and summary to students, who will use this language to categorize elements of and summarize information about the topic. These summaries will be the first portfolio entry and serve as a language checkpoint for language of categorizing and summarizing.

**Lesson 3: Day 4—Introducing Compare and Contrast Language**

- **Language objective:** Students will be able to compare and contrast two topics using signal words and comparative adjectives.
- **Brief overview of lesson:** Students will be presented with signal words for comparing and contrasting as well as comparative adjectives. They will use a Venn Diagram to compare and contrast the two topics of Pair A (i.e. the Statue of Liberty and the Eiffel Tower). They will list similarities and differences of the two topics in the diagram. Then they will give an oral summary of their Venn Diagram using targeted signal words, comparative adjectives, and topic-related vocabulary. Teacher may consider recording these oral summaries to have students compare them against a later performance. Have students do peer and self-evaluations of use of targeted forms. To conclude, students will write a reflection comparing their performance against criteria, using targeted forms and appropriate sentence frames. The Venn Diagram and reflection will be collected as the second and third portfolio entries, and serve as a language checkpoint for language of comparing and contrasting.

1

# The “Menu Tool”: pages 12-13

- Tiered vocabulary, forms and conventions, linguistic complexity (WIDA Dimensions)
- Part of the planning cycle between the FLGs, the Knowledge and Skills, and the lesson planning
- Supports unit adaptation for various levels of ELs (flexible, differentiated, strategic)



# Menu Tool: Vocabulary

## Vocabulary Menu Tool

*Topic Related terms should also be extracted from selected texts and other presentation materials used in the classroom as well as tasks.*

**“Vocabulary Usage** -the specificity of words, phrases, or expressions, along with multiple meanings, cognates, and collocations, applied to given contexts.”<sup>2</sup>

Tier 1	Tier 2	Tier 3
<p><i>Landmarks:</i> monument, statue, building, build, location, artist, sculptor, sculpture, architect</p> <p><i>Inventions / Tools:</i> inventor, idea, invention, cut, carve, build, draw, plan, plastic, metal, cloth, wood, stone, etc.</p> <p><i>Historical Accomplishments / Feats:</i> important, first, speech, action, respect, change, push</p> <p><i>World Records:</i> break, athlete, sports, film, movie, interview, per, seconds, minutes, hours, days, weeks, months, years, inches, feet, miles, millimeters, centimeters, meters, kilometers, ounces, pounds, grams, kilograms, etc.</p> <p><i>Adjectives:</i> fast, quick, strong, young, old, tall, short, long, high, low, etc. (plus degrees of; i.e., faster, fastest)</p> <p><i>Categorization:</i> size, shape, height, length, time, speed</p>	<p><i>Landmarks:</i> construct, design, symbol, erect, depict, architecture, represent, demonstrate, medium, copper, iron, steel, mold, carve, marble, method, orientation, navigation, natural, man-made, patterned, decorated, etc.</p> <p><i>Inventions / Tools:</i> laboratory, trial and error, research, conduct, usefulness, purpose, process, procedure, necessity, resource, results, innovation, device, item, produce, material</p> <p><i>Historical Accomplishments / Feats:</i> achievement, accomplish, announce, launch, influence, pioneer, leader, example, forerunner, banned, barriers, force, permit, allow, etc.</p> <p><i>World Records:</i> ever, so far, challenge, athletics, scientific, performance, record-breaking, outlast, individual, team, event, official, criteria, judgement call, recorded</p> <p><i>Adjectives:</i> remarkable, compelling, famous, symbolic, renowned, well-known, impressive, notorious, notable, significant, ambitious, extreme, outstanding, relevant, key, crucial, vital, controversial, laudable, intelligent, major, minor, etc.</p> <p><i>Categorization:</i> dimension, material, era, impact, origin, measurement, style, value, worth, importance, influence</p> <p><i>Higher order thinking:</i> Cause, effect, describe, explain, develop, elaborate, summarize, to sum up, identify, report, characterize, give examples, restate, recount, discover, re-cap, retell, categorize, illustrate, depict, capture, claim, evidence, reasoning, agree, disagree, comprehend, analyze, opinion, articulate, etc.</p>	<p><i>Landmarks:</i> Statue of Liberty, Eiffel Tower, Golden Gate Bridge, national treasure, point of interest, geographic feature,</p> <p><i>Inventions / Tools:</i> patent, fabricator, copyright, plagiarize, marketability, end product, American Flag, Selfie Stick</p> <p><i>Historical Accomplishments / Feats:</i> person of interest, English Channel, Wright Flier</p> <p><i>World Records:</i> press conference, Guinness World Records, Journal of Science</p> <p><i>Adjectives:</i> classical, neoclassical, modern, romantic, Victorian, primitive, oxidized, eroded, weathered, traditional, industrial, of the ____ age / era</p> <p><i>Categorization (Significance):</i> import, gravity, magnitude, implication, substance, meaning, insignificant, unsubstantial, persuasiveness, authoritativeness etc.</p>



# Menu Tool: Forms & Conventions and Linguistic Complexity

Forms and Conventions Menu Tool: Refer to *WIDA CAN DO Key Uses of Recount, Explain, and Discuss*; *DESE Collaboration Tool*

“Language Forms and Conventions - the grammatical structures, patterns, syntax, and mechanics associated with sentence level meaning and use.”<sup>2</sup>

Beginning	Intermediate (plus beginning)	Transitioning (plus beginning and intermediate)
<p><u>Compare and Contrast</u>: is like, is not like, unlike, is different from, similar, also, same, both, but, etc.</p> <p><u>Past Tense Verbs</u>: made, created, built, planned, prepared, knew, talked, said, thought, spoke, put, saw, wanted, wrote, read, cared, sold, etc. (plus negatives: i.e., “did not know”)</p> <p><u>Expressions of Time</u>: On July 1, 1978; In 2014</p> <p><u>Comparatives and Superlatives</u>: longer, longest, least, greatest, most, etc.</p> <p><u>Question Words</u>: who, what, where, when, why, how, which</p> <p><u>Order of Adjectives</u>: longest most difficult challenge yet</p> <p><u>Interjections</u>: wow, snap, whoa, geez, cool, groovy, yippee, yahoo, oy, oh, yikes, aha, <u>gadzooks</u>, right on, gosh, hooray, my my, uh oh, ta-da, whoops, <u>whoopsy</u>, well <u>well</u>, word</p>	<p><u>Compare and Contrast</u>: similarity, difference, similarly, dissimilar, in the same way, alike, just as, as well as, on the other hand, instead of, however, in contrast to, in comparison, likewise, the difference between, even though, etc.</p> <p><u>Past Tense Verbs</u>: developed, designed, trained, practiced, realized, understood, achieved, accomplished, communicated, discussed, disagreed, agreed, argued, joined, noticed, ignored, etc. (plus negatives: i.e., “did not understand”, “didn’t achieve”)</p> <p><u>Expressions of Time</u>: Four years ago, for six months, several years later, after two days, from July to August, etc.</p> <p><u>Independent Verb Clauses</u>: <u>which allowed, which caused, who created, who designed, etc.</u></p> <p><u>Serial Commas</u>: Dr. Virginia Apgar designed a scale to assess an infant’s health by measuring <u>it’s heart rate, color, breathing, muscle tone, and reflexes.</u></p>	<p><u>Compare and Contrast</u>: analogous to, akin to, conversely, on the contrary, on a similar note, despite, yet, although, differ, otherwise, parallels, etc.</p> <p><u>Modals</u>: (could, should, would), past participles (should have, would have, might have, shall have)</p> <p><u>Past Tense Verbs</u>: originated, constructed, intended, desired, achieved, remarked, collaborated, disregarded, regarded, etc. (plus negatives: i.e., “failed to discuss”)</p> <p><u>Past Perfect</u>: Having grown up poor, the athlete had to ____, Having received the award, the athlete then went on to ____</p> <p><u>Expressions of Time and Distance</u>: over a period of ____ years, continuously for ____ kilometers / minutes, etc.</p> <p><u>Semi-Colon and Colon</u>: The Apgar scale measures multiple things: an infant’s heart rate, color, breathing, muscle tone, and reflexes. The Apgar scale measures heart rate, color, breathing, muscle tone, and reflexes; the results of the test help health practitioners keep tabs on newborn infants</p>

## MENU Tools for Differentiation of Linguistic Skills<sup>1</sup>

“Linguistic Complexity - the organization, cohesion and relationship between ideas expressed in a variety of sentences that make up different registers, genres, and text types in oral or written language.”<sup>2</sup> See *DESE Collaboration Tool (hyperlinks)* and *ESL Model Curriculum Units*

- Describe and categorize human feats, landmarks, inventions and tools, or world records:
  - o bulleted lists with parallel grammatical structure, One paragraph summaries, Labels and pictures
- Inquire about human feats, landmarks, inventions and tools, or world records:
  - o Questioning and answering, Answering questions citing textual evidence
- Compare and contrast human feats, landmarks, inventions and tools, or world records:
  - o Language of comparison and categorization using graphs (Venn Diagram, T-Chart, Web), Written essay format, Shared writing, portfolio organization

# Collaboration Tool: page 14

<http://www.doe.mass.edu/ell/curriculum/CollaborationTool.pdf>

- Macro, Microfunctions, Key Uses of
- Examples of performance expectations
- Formulas for Focus Language Goals (unit level)
- Hyperlinks!

Collaboration Tool							
This unit will address the language of the following content area(s) or <b>WIDA Standard(s)</b> : <b>SLC</b> <b>LoLaE</b> <b>LoMa</b> <b>LoSc</b> <b>LoSS</b> □ Specific Academic Content: Language development for this ESL unit will be contextualized in the following substantive topic derived from grade-level units, themes, or clusters of standards.							
Content: <b>Key Academic Practices and Standards</b>	Language: Key Uses of Academic Language		Performance Definitions				
	Macro Functions	Micro Functions	ELP 5	ELP 4	ELP 3	ELP 2	ELP 1
<p>In listening, speaking, reading, and writing with literary and informational language... <i>Key academic practices may be replaced with the state standards themselves.</i></p> <p>...engage with complex academic language</p> <ul style="list-style-type: none"> <li>Participate in grade-appropriate exchanges of information</li> <li>Produce clear and coherent language in which the development, organization, and style are appropriate to task, purpose, and audience</li> <li>Support analyses of a range of complex texts with evidence</li> <li>Use English structures to communicate context-specific messages</li> </ul> <p>...use evidence-based communication (with opinions, claims, concepts, arguments, or ideas)</p> <ul style="list-style-type: none"> <li>Paraphrase</li> <li>Analyze</li> <li>Summarize</li> <li>Challenge</li> <li>State (name) your own</li> <li>Support with reasoning and evidence.</li> </ul> <p>...carry out research</p> <ul style="list-style-type: none"> <li>Plan and carry out inquiries</li> <li>Evaluate sources</li> <li>Build and present knowledge through research by integrating, comparing, and synthesizing ideas</li> <li>Communicate research findings</li> </ul> <p>...take part in collaborative interactions</p> <ul style="list-style-type: none"> <li>Build on the ideas of others and articulate your own</li> <li>Request clarification</li> <li>Discuss key points</li> </ul> <p><i>Problem: solve/apply to other situations</i></p>		<p>Select micro functions according to need and context. Click on the links below for sample progressions.</p> <ul style="list-style-type: none"> <li><b>Cause/effect</b></li> <li><b>Classify</b></li> <li><b>Compare/contrast</b></li> <li><b>Contradict/disagree</b></li> </ul> <p><b>DISCUSS</b> "DISCUSS" points to the importance of the oral, interactive component of all the academic practices.</p> <p>Insert any micro function as necessary</p>	<p>Language development is fluid and dynamic. Levels are not static, and can be different in different domains.</p> <p><b>ELP 5</b></p> <ul style="list-style-type: none"> <li>Multiple complex sentences, presented in a cohesive and coherent manner.</li> <li>Multiple phrases and clauses with patterns characteristic of specific content areas.</li> <li>Academic, content-specific, and technical vocabulary.</li> </ul>	<p><b>ELP 4</b></p> <ul style="list-style-type: none"> <li>Expanded related ideas in connected discourse with a variety of sentences.</li> <li>A variety of complex grammatical constructions with patterns characteristic of specific content areas.</li> <li>Content-specific and some technical academic vocabulary.</li> </ul>	<p><b>ELP 3</b></p> <ul style="list-style-type: none"> <li>A series of extended sentences and related ideas.</li> <li>Repetitive and some complex grammatical structures with patterns characteristic of specific content areas.</li> <li>Some content-specific and academic vocabulary, including cognates.</li> </ul>	<p><b>ELP 2</b></p> <ul style="list-style-type: none"> <li>Emerging presentation of ideas in phrases or short sentences.</li> <li>Repetitive, formulaic grammatical structures across specific content areas.</li> <li>General social, interactional, and content words and expressions, including cognates.</li> </ul>	<p><b>ELP 1</b></p> <ul style="list-style-type: none"> <li>Single words, phrases, or language chunks to represent ideas.</li> <li>Phrase-level patterns and structures.</li> <li>Everyday social, interactional, and content words and expressions.</li> </ul>
<p><b>THINKING SPACE 1: Develop unit-level Focus Language Goals (FLGs), in the context of grade-appropriate topics and standards.</b> 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 Unit Stage 1 goals.</p> <p>Key Use (macro) + key academic practice Discuss by building upon ideas of others and articulating your own claims.</p> <p>Key Use (macro) + micro function + key academic practice Argue by stating a claim supported with reasoning and evidence.</p> <p>Key Use (macro) + CCSS 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)</p> <p>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 humans have played in causing the rise in global temperatures (STE.BMS-ESS3-5)</p> <p>Write your FLG here: <i>This document was prepared by the Massachusetts Department of Elementary and Secondary Education but reformatted for printing on one page (black and white) on 8 1/2 by 11" paper. Version: March 2016</i></p>							

# Collaboration Tool Hyperlinks: pages 15-17

- Sentence frames, tasks, key words
- Commonly embedded forms at the discourse, sentence, and word/phrase level
- Considerations for proficiency levels

*Finize note: "Students may demonstrate a range of abilities within and across each ELP level; second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. Differences in abilities within ELP levels are based upon ELLs' native language proficiency, their academic background in their first language, and their individual differences. For the purposes of presentation and understanding, the Levels 1-5 descriptors describe proficiency at the end of each ELP level in terms of a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities. At any given point along their trajectories of English learning, ELLs may exhibit some abilities (e.g., speaking skills) at a higher proficiency level while exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular task at a lower proficiency level but need review at the next highest proficiency level when presented with a new or more complex type of task. Since, by definition, ELL status is a temporary status, an ELP level does not categorize a student (e.g., 'a Level 1 student'), but, rather, identifies what a student knows and can do at a particular stage of ELP (e.g., 'a student at Level 1' or 'a student whose listening performance is at Level 1')." In addition, when reviewing sentence frames and question exemplars below, consider the complexity progression in tandem with language development goals and grade-appropriate or age-appropriate expectations.*

**MICRO FUNCTION: DESCRIBE** by expressing or identifying the attributes, supporting ideas, or properties of an object, action, event, idea, or solution.

**TASKS ASSOCIATED WITH FUNCTION:** describe, identify, explain, report, recount, retell, draw, characterize, chronicle, compare, give examples, summarize, inform, paraphrase, depict, represent, make, support, tell, point out, recognize, define, express, illustrate, label, name, prepare, restate, distinguish, etc.

**KEY WORDS ASSOCIATED WITH FUNCTION:** detail, information, descriptors, characteristics, qualities, events, relationships, people, places, things, actions, attributes, representations, properties, solutions, etc.

I. COMMONLY EMBEDDED FORMS <i>Non-prescriptive, and when participating in grade-appropriate classroom activities</i>			II. SENTENCE FRAME EXAMPLES <i>Typical patterns, non-prescriptive; order is from more complex frames to less (see note at top of page)</i>
5	Describe showing independent control of English. Describe 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.		<ul style="list-style-type: none"> <li>• The author illustrates _____ by _____.</li> <li>• Based on _____, one can discern that _____.</li> <li>• _____, consequently _____.</li> <li>• _____, as evidenced by, _____.</li> <li>• _____; thus we can see that _____.</li> <li>• The video on _____ portrays _____.</li> <li>• _____ reflects _____.</li> <li>• _____ is characterized by _____.</li> <li>• The _____ illustrates _____.</li> <li>• The _____ has _____ and _____ but lacks _____.</li> <li>• The _____ might have _____ or _____ but will always have _____.</li> <li>• _____ happened because of _____.</li> <li>• _____ happened after _____.</li> <li>• _____ is an example of _____ because _____.</li> <li>• An example of _____ is _____.</li> <li>• The _____ has _____, _____, and _____.</li> </ul>
	<p><b>Discourse</b> <i>What is the amount of content-specific language that can be quickly processed or easily produced?</i></p> <ul style="list-style-type: none"> <li>• Describe complex sequences of events, ideas, opinions, and/or steps. (Demonstrate stamina in receiving or providing an elaborated description.)</li> <li>• Describe using multiple paragraphs, chapters, and essays on grade-appropriate content-area text.</li> <li>• Describe using an accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events.</li> </ul>	<p><b>Sentence</b> <i>How much information is packed within a sentence structure (clause) or sentence?</i></p> <p>Describe using detailed sentences characterized by wide variety of sophisticated sentence structures, including:</p> <ul style="list-style-type: none"> <li>• Verb forms such as passive voice and subjunctive.</li> <li>• Modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers).</li> <li>• A wide range of idiomatic and unique sentence patterns characteristic of content-area descriptions.</li> </ul>	



# Time Permitting: Where I would go next...

- Unit building with colleagues / communication
- Resource tool: share successful materials
- More “plug and play” units with flexible themes

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"I'm working on this run-on sentence that has no subject-verb agreement and ends with a dangling participle. It's going to blow Mrs. Anderson's mind."

# Brittany Jenney

- New Bedford High School ESL Teacher
- Member of the NBPS District-Wide ESL Curriculum Development Committee
- Piloted DESE ESL MCUs: Women's Rights, African American Civil Rights, Data & Advocating for Change
- New Bedford Units: Compare/Contrast, Poetry, Fictional Narrative, Arguing about Topics in Citizenship
- "Unit writer"

# Addressing Specific High School Needs in ESL Curriculum



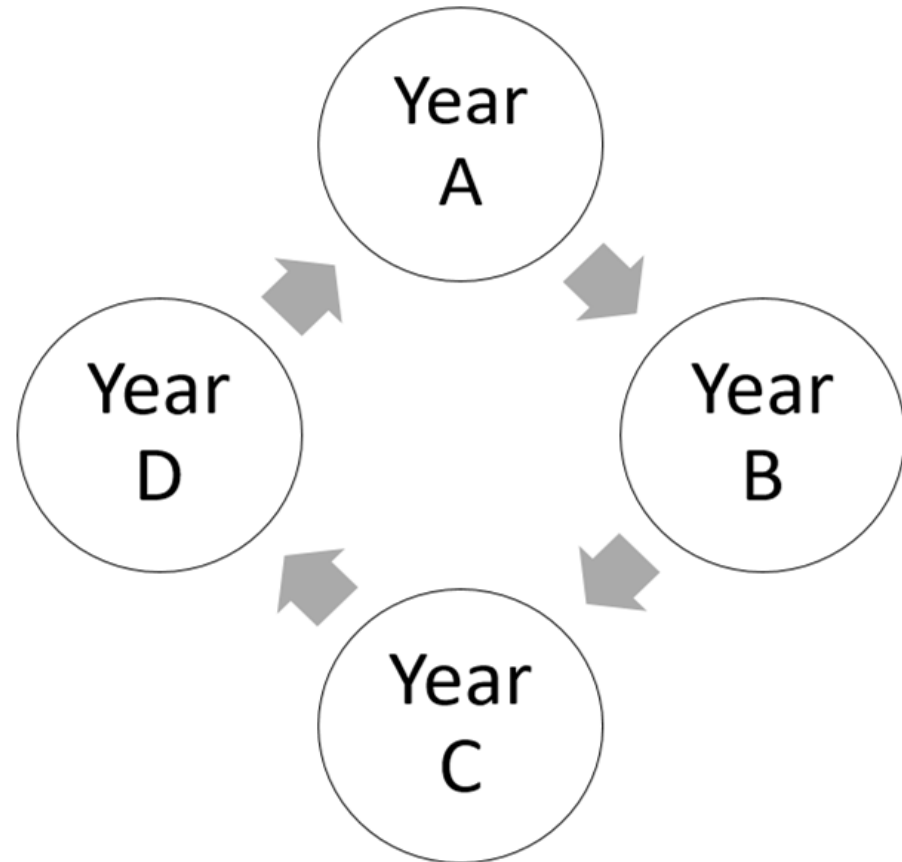
# Year-to-Year Flow

## Dilemma

students in same level ESL class for 2 years → unit repetition

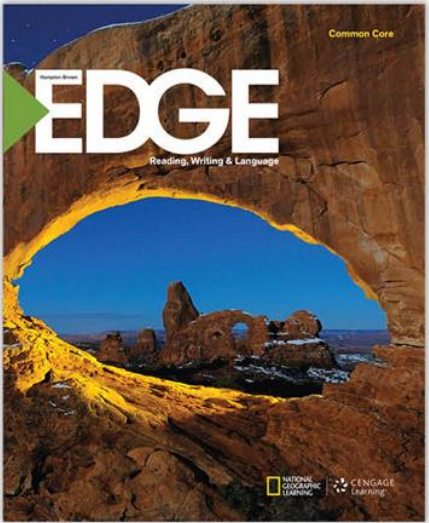
## Solution

4-year rotating cycle of units → no more repetition, AND buys time for more unit development/adaptation





# Incorporation of Edge Series



# Incorporation of Edge Texts into ESL Curriculum 2018-19

	Fundamentals (Developing)	Level A (Intermediate)	Level B (Transitional)
<p><b>Unit 2 - ESL: Recounting &amp; Arguing about Comparative Texts (Lang. of ELA)</b></p>	<p><b>DRAMA</b> -excerpt from Romeo and Juliet (Act 2, Scene 2), pgs. 21-24 -<i>Luck</i> by Elena Castedo, pgs. 416-427</p> <p><b>SHORT STORIES</b> -<i>Growing Together</i> by Carmen Agra Deedy, pgs.34-41) -<i>Hands</i> by An Na, pgs. 119-122 -<i>Alphabet City Ballet</i> by Erika Tamar, pgs. 212-221 -<i>The Scholarship Jacket</i> by Marta Salinas, pgs. 442-451 -<i>The Gift of the Magi</i> by O. Henry, pgs. 469-481</p> <p><b>POETRY</b> -<i>My People</i> by Langston Hughes, pg. 43 -<i>I Want to Be...</i> pg. 127 -<i>Remember</i> by Joy Hario, pgs. 141-144 -<i>The Same</i> by Francisco X. Alarcón, pg. 77</p>		

# Breadth vs. Depth

- fewer units (but longer)
- 5 units, 3 mini units
- each unit has primary and secondary WIDA standard focus

# MCAS

- strategic placement of units
- extended LoLA unit for 10th graders
- close reading, CER, long essays
- collaboration with ELA lead teacher



# Content Alignment

- survey SEI content teachers about standards
- select top 3

Dear SEI teachers,

The NBHS ESL Department is in the process of revising our curriculum for the upcoming school year, so we would like to ensure that we are including the content connections that align with your subject areas. Our goal is to ensure we are teaching our students the language needed to access knowledge and skills in all content areas.

We would like to ask for your cooperation with this task. Attached are three documents, each containing a list of CCSS for the specified content area. You will see that not all standards have been included; we decided to concentrate on the standards which require students to produce rigorous academic language, and which ESL classes are most likely to address within the course of a year. Please open the document that pertains to your content area, read through the list, and click on the boxes next to three standards that (A) are most essential for students' success in your classes, or (B) are those for which students need the most language support. Once you have done this, please save the document and send it back to us by no later than Tuesday 3/24.

Thank you for your collaboration!

**PLEASE CLICK ON 3 BOXES.**

Mathematical Practices

- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.

CCSS.MATH.CONTENT.HSA.REI.A.1

- Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

CCSS.MATH.CONTENT.HSS.ID.B.5

- Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

CCSS.MATH.CONTENT.HSS.ID.B.6

- Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

CCSS.MATH.CONTENT.HSS.IC.B.6

- Evaluate reports based on data.



# Building Capacity

- team approach to unit development
- procedure/protocol
- capitalize on teachers' strengths, interests, and will



## Procedure for Team Development of an ESL Curriculum Unit

Did we...	
<input type="checkbox"/> 1.	read the “Transfer” box in Stage 1 from ESL MCUs, highlight key words or components, and make some annotations about what that box needs to contain?
<input type="checkbox"/> 2.	complete the “Transfer” box for our unit with relevant WIDA standards?
<input type="checkbox"/> 3.	read the Focus Language Goals (FLGs) in Stage 1 from every ESL MCU, highlight key words or components, and make annotations about what the FLGs need to contain? <b>(refer to the Collaboration Tool and pages 59-70 of the “Next Generation ESL Project: Curriculum Resource Guide” document)</b>
<input type="checkbox"/> 4.	write the FLGs for our unit in the “ESTABLISHED FOCUS GOALS” box, making sure that each FLG... <input type="checkbox"/> a. contains the identified macro-function for the unit? <b>(RECOUNT, EXPLAIN, ARGUE, DISCUSS)</b> <input type="checkbox"/> b. contains 1-2 micro-functions? <b>(see Collaboration Tool in addition to examples from the MCUs)</b> <input type="checkbox"/> c. contains either a key academic practice or Common Core State Standards (CCSS), and potentially a substantive topic? <b>(see Collaboration Tool for details)</b>



<input type="checkbox"/> 5.	present the FLGs for our unit to the rest of the ESL department, revise them based on feedback from colleagues, and come to consensus on the FLGs before moving any further into the unit development?
<input type="checkbox"/> 6.	read feedback from the SEI content teachers regarding the CCSS to be addressed in our ESL units?
<input type="checkbox"/> 7.	come to consensus with our unit team on the CCSS for our unit, and copy them into the box titled “ESTABLISHED FOCUS GOALS” under the heading of “General Content Connections?” (refer to the CCSS website if necessary: <a href="http://www.corestandards.org/">http://www.corestandards.org/</a> )
<input type="checkbox"/> 8.	present the CCSS for our unit to the rest of the ESL department, make sure there is no overlap with other units, and come to consensus with the whole department on the CCSS before moving any further into unit development?
<input type="checkbox"/> 9.	read the Curriculum Embedded Performance Assessments (CEPA), also referred to as Performance Tasks (PT), from every ESL MCU ( <b>found in Stage 2 under “Assessment Evidence: Language Development”</b> ), while highlighting key components of the CEPA and making notes about what the CEPA must include? ( <b>also refer to pages 96-100 of the Curriculum Resource Guide</b> )?



10. write the CEPA for our unit in the box titled “CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT,” making sure that it...
- a. follows the acronym of GRASP? (Goal, Role, Audience, Situation, Product performance and purpose – **see page 99 of the Curriculum Resource Guide or other ESL MCUs**)
  - b. connects back to the FLGs and CCSS?
  - c. incorporates all 4 language domains?

**The process of establishing the FLGs, CCSS, and CEPA is very recursive. You must constantly go back and forth to make sure that your FLGs, CCSS, and CEPA are aligned with each other. If you start to notice any disconnect, then something needs to be revised. While the FLGs are the anchor of a unit, they can always be adjusted – as long as your MACRO-functions stay the same and you’re not getting too far off track. Anytime you and your team members make changes to things that have already been agreed upon by the department, just make sure to show your revisions to the department so we are all staying on the same page and avoiding overlap or redundancy.**

11. present our CEPA to the rest of the ESL department, revise based on feedback from colleagues, and come to consensus with the whole department on the CEPA before moving any further into unit development?

# Other Considerations

- SLIFE/newcomers
- time
- MCUs
- level 4 - all eyes on us

## Rationale for NBHS ESL Curriculum Development Project (2018)

**Why only five units?** To clarify: we have planned five full units and two mini-units. See documented titled “NBHS ESL Curriculum Map REVISED 5.2.18 BJenny.” We made the decision to limit the number of units in a year for two reasons: first, because developing units is an extensive and time-consuming task. The more units we create, the longer this process will take, and we will end up focusing on quantity rather than quality which could result in decreased rigor, poor pacing, and fewer authentic learning opportunities that promote student engagement. Second, we have found that when units of instruction are longer, it enables us to go more in depth with concepts and skills, which benefits students because they finish the unit with a deeper knowledge and understanding of the content and language than if the unit had been significantly shorter. Furthermore, by having five units in the curriculum, we ensure that each of the five WIDA standards are addressed during an academic year.

**But if each unit focuses on one WIDA standard, then students are not being exposed to language of different content areas frequently. For example, they will focus on language of social studies at the beginning of the year and then not see it again until the following year. Couldn't this be detrimental to our students' language development, especially with newcomer cases?** Yes, absolutely. For this reason, we decided to incorporate two WIDA standards into each unit. All units contain a primary standard and a secondary standard. For example, unit 1 is about topics in U.S. civics, and its primary standard will be language of social studies, with the secondary being language of ELA. This will ensure that students continue receiving exposure to language of different disciplines throughout the year. Furthermore, there will be many opportunities for students to engage in cross-content connections through text. While the Edge textbooks contain many passages perfect for the unit on language of ELA, many of these texts also contain language of math, science, and social studies. In the development of each unit, we will remain conscientious of the need to constantly build connections between language of all the content areas.

**If only five units are being made, then how will teachers differentiate language instruction for their different proficiency levels?** As part of the unit development, a resource called the Menu Tool is created. This Menu Tool is a guide for how teachers can differentiate the knowledge and skills for their students based on whether they teach a Developing, Intermediate, or Transitional ESL class. The Menu Tool is developed simultaneously with the unit.

**Why did we make the decision to adopt a four-year rotating cycle of units?** There were two reasons why we opted for this model. First, we cannot repeat the same unit two years in a row because students remaining in ESL classes will have already done it. The average student spends four years at the high school, so by having a four-year rotating cycle, we decrease the likelihood that students would repeat the same unit. Second, by creating a four-year cycle of units rather than having a different unit for every level in one year, we buy ourselves time in terms of developing curriculum. It would be impossible to develop 12 units by the start of next school year (four units multiplied by three levels of ESL classes), but it is certainly feasible to create four going into next year and then we have time to plan the units for future years.



**If we go this route, we are not vertically aligned with the elementary and middle schools.**

Correct. This is a valid concern; however, the fact is that ELs at the high school have very different needs than those at the elementary and middle schools. To be vertically aligned with the elementary and middle schools would mean operating on a curriculum of nine units per year, each of which last 3-4 weeks. Such short units do not allow us to go in depth with the focus language goals, and do not provide students with enough opportunities to engage with the knowledge and skills at hand. Furthermore, the demands of MCAS require us to look at curriculum differently at the high school, and be certain that every decision is made with the MCAS in consideration. The NBHS ESL curriculum will have some vertical alignment in terms of the mini-ACCESS prep unit and the January compare/contrast unit (ACCESS month). We will need to re-evaluate at the end of the next school year and discuss whether the lack of total vertical alignment needs to be addressed. The most-recently updated curriculum map for the elementary and middle schools is available upon request.

**How will the ESL curriculum reflect students' needs in their content classes?** The ESL team has incorporated feedback from the SEI content teachers into unit development; specifically, by addressing the CCSS and frameworks that are most essential for students' success in their content classes. Furthermore, the ESL department hopes to have future opportunities to continue dialogue with the SEI content teachers as we keep working on unit development and once we put the units into action.

**How will we incorporate the Edge textbooks into our curriculum?** We are currently in the process of categorizing all texts and passages from the three Edge books (Foundational, Level A, Level B) by unit into which they would fit best, in order to base learning activities on the Edge resources once we get to the cycle and lesson stages of unit development. The Edge textbooks are heavily ELA-based which will be useful in the planning of unit 2, but there are numerous cross-content connections as well, making it a good resource for all units. This document containing the categorized Edge texts is available upon request.

**How will we ensure that we are capitalizing on all the work that's been done with Boni at the district level?** Over the last two years, Boni has provided training to several NBHS ESL teachers around unit development, three of whom are still currently members of the department. The ESL department has been divided into three teams, with each team containing one of the teachers who has received this training. Secondly, the department will make every effort to use existing units that were created for the high school during the last year or so. Specifically, the compare and contrast unit will be used during ACCESS month, and elements of the biography, poetry, and fictional narrative units will be incorporated into future ESL units that are focused on the language of ELA.



**How will we ensure that we are capitalizing on all the work that's been done with the model curriculum units (MCUs) at the state level?** Only two of the ESL MCUs are designed for grades 9-12: Exploring Topics in African American Civil Rights and Exploring Topics in Women's Rights, the first of which has content connections to social studies and the second of which is based more on language of ELA. However, with some adjustments to the latter, both can serve as units for language of social studies. The unit on African American Civil Rights will be taught in year D of the curriculum cycle and the one on Women's Rights will be taught in year A.

**How will we ensure that the ESL curriculum takes MCAS into consideration?** The MCAS testing schedule informed our unit flow in several ways (see document titled "Proposed Curriculum Map NBHS ESL DRAFT"). First, we made sure that the LoLa, LoMa, and LoS units are all taught before/leading up to their respective 10<sup>th</sup> grade MCAS. Some adjustments might be made to differentiate for the needs of the 10<sup>th</sup> grade ESL classes in terms of ELA MCAS timing (see document titled "Proposed Curriculum Schedule 2018-19"). Second, by starting the year with a unit rooted in the language of social studies, we can introduce procedures and reading/writing skills such as Close Reading and CER through nonfiction texts, which tend to be easier for students to grasp due to their concrete nature. The unit focused on language of ELA will follow this, and will concentrate on the continued development of the reading and writing skills that students need to succeed on the MCAS. Third, all unit development will occur in collaboration with Jenn Oliveira, who will provide us with guidance regarding the ELA MCAS.

**What will be the final product?** If the NBHS ESL department is given the remaining Wednesday PDs to work on curriculum (5/2, 5/9, 5/16, 6/6), then by the end of this school year, we will have finished stage 1 (desired results) and stage 2 (evidence) of Unit 1 (LoSS), Unit 2 (LoLA), and Unit 4 (LoMa). If the NBHS ESL department is provided with funding/hours to work on curriculum during the summer, then by the beginning of SY 2018-19, units 1-4 will be complete with cycles, lesson overviews, and Menu Tools for differentiation by ELP. Depending on how many hours are provided for curriculum work, we may even be able to complete Unit 5 (LoS) and the additional LoLa unit for 10<sup>th</sup> grade ESL by the start of the school year.

# Questions and Answers

Thank you for letting us share our approach and experience with you.

# Contact Information

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