

Grade spans

Home-School
Connections

Varied
Content
Connections

District
Initiatives

Horizontal
Alignment

Varied CEPAs (Curriculum
Embedded Performance
Assessments

Attention to
Culture

Six Standards
of Effective
Pedagogy®

**Building an ESL Map and
Curriculum
Planning for Flexibility
*Systematic, Flexible, Strategic***

Academic
Conversations

Vertical
Alignment

Attention to
Academic
Calendar

**MATSOL Conference
May 30, 2018**

Boni-esther Enquist, benquist@matsol.org
Monica Filgo, mfilgo@newbedfordschools.org
Brittany Jenney, bjenney@newbedfordschools.org

All Four
Language
Domains

Test-taking
Lessons

Diverse
Learners

ESL and Content
Teacher
Collaboration



New Bedford Public Schools (in collaboration with MATSOL)
ENGLISH LEARNER EDUCATION

High School ESL Curriculum Map

Topic	Mini-Unit A: Welcome Back to School	Unit 1 - ESL: Exploring Topics in _____ YEAR A: Women's Rights (MCU) YEAR B: Civics and Government YEAR C: Culture and Geography YEAR D: African American Civil Rights (MCU)	Unit 2 - ESL: Writing Arguments and Narratives with Language of ELA	Mini-Unit B: ACCESS Prep	1 week ACCESS Prep: Test Taking, Language of Cycle (Pre-Holiday)
Timeline	end of Aug. – beginning of Sept.	middle of Sept. – end of Oct.	beginning of Nov. – end of Dec. (9, 11, 12) begin. of Nov. – end of Dec. PART A, then resume w/ additional PART B after ACCESS (10)	end of Dec. – beginning of Jan.	
Macro-functions	RECOUNT, EXPLAIN	EXPLAIN, ARGUE	ARGUE, RECOUNT, DISCUSS	RECOUNT, DISCUSS	
Micro-functions	- name/label/identify -sequence	-summarize -state opinion/claim -contradict/disagree	-state opinion/claim -elaborate -evaluate		
SLIFE/NEWCOMERS		school procedures, rules Gap Topics: -U.S. Civics -U.S. Geography	- concepts of print text features general strategies for reading discrete skills (phonics, phonology, high frequency words)		
L1-2 Dev.	Units will be standard across the board but each unit will contain a Menu Tool enabling teachers to differentiate the language for the level they teach. Additionally, materials such as texts/videos will differ by proficiency level. For more information see document titled "Rationale for NBHS ESL Curriculum Development Project."				
L3-Inter.					
L4-5 Tr.					
Unit Stat.		WIDA standards and CCSS complete, FLGs drafted	WIDA standards and CCSS complete, FLGs draft.	COMPLETE	
ELA Connections and MCAS Prep Practice		Reading: close reading for nonfiction, dictionary skills Writing: CER → persuasive paragraph	Reading: close reading for fiction, reinforce dictionary skills, identifying theme Writing: persuasive paragraph → open response		

Topic Timeline	Unit 3 - Comparing and Contrasting High Interest Topics: A "Plug and Play" ESL Unit for January YEAR A: tools/inventions YEAR B: famous landmarks YEAR C: human feats YEAR D: *need another topic here* middle of Jan. – end of Feb. (9, 11, 12) middle of Jan. – end of Jan. (10)	Unit 4 – Discussing Data about ____ YEAR A: health YEAR B: social media YEAR C: sports YEAR D: technology end of Feb. – mid. of Apr. (9, 11, 12) End of March – beginning of May (10)	Unit 5 – ESL: Explaining with Language of Science about _____ YEAR A: biomes/habitats YEAR B: outer space YEAR C: earth conservation YEAR D: marine biology end of Apr. – begin. of June (9, 11, 12) mid. of May – beginning of June (10)	Mini-Unit C: Summer Reading (expectations, collaboration with ELA Dept.) Library skills, Author studies, technology, etc.
MACRO	EXPLAIN, DISCUSS	DISCUSS, RECOUNT, EXPLAIN	EXPLAIN, ARGUE	RECOUNT, DISCUSS
Microfunctions (needs more)	-describe -compare/contrast -classify/categorize	-justify -stating an opinion/claim	-cause/effect -predict -inquire	-inquire -summarize
SLIFE/NEW-COMERS	-ELA story concepts -Detached topic (overcomer, inspirational) -shared writing	teacher choice (differentiate by level) -U.S. landmarks	-landscapes & feelings (art connection)	(needs development)
L1-2 Dev	Units will be standard across the board but each unit will contain a Menu Tool enabling teachers to differentiate the language for the level they teach. Additionally, materials such as texts/videos will differ by proficiency level. For more information see document titled "Rationale for NBHS ESL Curriculum Development Project."			
L3-Int.				
L4-5 Tr.				
Unit Status	COMPLETE	WIDA standards and CCSS complete, FLGs drafted		Some elements of this district created unit are already sketched out. No menu tool yet (skills & knowledge).
ELA and MCAS	Reading: comparative texts Writing: signal words/phrases to compare			



New Bedford Public Schools ENGLISH LEARNER EDUCATION
Elementary and Middle School ESL Curriculum Map (DRAFT ONLY)

Unit #	1	2	3	4	5	
Theme/ Topic	How to Do School (New Bedford)	Reading in Content (Math /Science) (Teacher created from content readings)	Civil Rights (DESE – grade span 9-12)	Clean Water (DESE, grade span 6-8)	Compare and Contrast	
Macro- Functions	EXPLAIN RECOUNT	EXPLAIN DISCUSS	RECOUNT	RECOUNT EXPLAIN	Compare/ Contrast (1 week test prep for ACCESS at end of Dec or Early Jan.)	
Micro- function	-Describe -Sequence -Identify -Name -Label	Summarization -Evaluate -Justify -Prediction (force prediction) -Compare & Contrast	-Recount -Describe -Sequence -Claim-based evidence -Evaluate	Year #1 -Cause and effect -Opinion & claim -Contradict and disagree	Year #2 -Cause & Effect -Compare & Contrast Summarize -Sequence) -Support a claim	-Compare & Contrast -Classify -Describe -Identify
WIDA Standard	<i>Language of Social Instructional Language</i>	Language of Language Arts / Math/ Science	Language of Social Studies	Language of Science	Language of ELA, SS, Math	
Area of Focus	Procedure Goal setting	Non-fiction Reading and Writing Focus on study skills in reading in content classrooms. Focus on SEI Think-aloud and Partner reading strategies; use of dictionaries, etc.	The Story (Characters) Use Justice Courage and Fairness but keeping FLGs and change the theme and coordinate with other Middle School teachers to have grade level topics vary	Teachers will make decision on topics. Gives option to not repeat same topic	<i>New Bedford Plug & Play</i>	



New Bedford Public Schools ENGLISH LEARNER EDUCATION
Elementary and Middle School ESL Curriculum Map (DRAFT ONLY)

Unit #	6	2	8	9
Topic	Biography/ Personal Narrative, SS (New Bedford and DESE, grade span 6-8)	Data for Change (DESE, grade span 6-8)	Poetry	Summer Reading Preparation
Macro-Functions	RECOUNT DISCUSS Writing/Reading focus	DISCUSS EXPLAIN ARGUE Discuss	DISCUSS EXPLAIN	RECOUNT DISCUSS
Micro-function	Summarization -Evaluate -Justify -Prediction (force prediction) -Compare & Contrast	<u>Year #2</u> <u>Personal Narrative</u> -Elaborate -Summarize -Support claim (maybe)	Summarization -Evaluate -Justify -Prediction (force prediction) -Compare & Contrast	-Describe -Evaluate -Evidence-based opinions -Elaboration (higher levels) -Describe -Sequence -Identify/name/labeling -Communicate research findings -Present synthesizing of information
WIDA Standard	Language of English Language Arts Language of Social Studies ELA/SS	<i>ELA/SS</i>	Language of Math <i>ELA</i> <i>Other standards aligned with Grade level ELA</i>	<i>ELA, etc.</i>
Area of Focus	Teachers will make decision on topics. Gives option to not repeat same topic Writing an effective story Answer text-based questions Story concept from ELA	<i>Same</i>	- Math Standards grade level (charts, graphs) and mathematical functions. - <i>customary units of measure review (a "gap" area for ELs from Metric system)</i> - <i>Themes/ topics from grade level General Educational curriculum</i>	<i>(Library card)</i> <i>Student Research Author/Illustration</i>

Collaboration Tool

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 clusters of standards.

Content: Key Academic Practices and Standards	Language: Key Uses of Academic Language	Performance Definitions <i>Language development is fluid and dynamic. Levels are not static, and can be different in different domains.</i>				
		ELP 5	ELP 4	ELP 3	ELP 2	ELP 1
<p>In listening, speaking, reading, and writing with literary and informational language...</p> <p><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"> 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 <p>...use evidence-based communication (with opinions, claims, concepts, arguments, or ideas)</p> <ul style="list-style-type: none"> Paraphrase Analyze Summarize Challenge State (name) your own Support with reasoning and evidence <p>...carry out research</p> <ul style="list-style-type: none"> Plan and carry out inquiries Evaluate sources Build and present knowledge through research by integrating, comparing, and synthesizing ideas Communicate research findings <p>...take part in collaborative interactions</p> <ul style="list-style-type: none"> Build on the ideas of others and articulate your own Request clarification Discuss key points <p style="text-align: center;">Problem-solve/apply to other situations</p>	<p>Macro Functions</p> <p><i>Select micro functions according to need and context. Click on the links below for sample progressions.</i></p> <p>RECOUNT</p> <ul style="list-style-type: none"> Cause/effect Classify <p>EXPLAIN</p> <ul style="list-style-type: none"> Compare/contrast Contradict/disagree <p>ARGUE</p> <ul style="list-style-type: none"> Describe Elaborate Evaluate Identify/name/label Inquire Justify Predict Sequence State opinion/claim Summarize <p>DISCUSS</p> <p><i>“Discuss” points to the importance of the oral, interactive component of all the academic practices.</i></p> <p>Insert any micro function as necessary</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Single words, phrases, or language chunks to represent ideas. Phrase-level patterns and structures. Everyday social, instructional, and content words and expressions.
<p>THINKING SPACE 1: Develop unit-level Focus Language Goals (FLGs) in the context of grade-appropriate topics and standards.</p> <p>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.</p> <p>Key Use (macro) + key academic practice Discuss by <i>building upon ideas of others and articulating your own claims.</i></p> <p>Key Use (macro) + micro function + key academic practice Argue by <i>stating a claim supported with reasoning and evidence.</i></p> <p>Key Use (macro) + CCSS STEM RECOUNT to <i>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)</i></p> <p>Key Use (macro) + micro function + key academic practice + substantive topic EXPLAIN by <i>describing cause and effect to participate in grade-appropriate exchanges of information</i> about the role that humans have played in causing the rise in global temperatures (STE 8.MS-ESS3-5)</p> <p>Write your FLG here</p> <hr/> <p><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 8-1/12 by 11” page. Version: March 2018</i></p>						

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

Summary of DESE Model ESL Units (with FLGs, Microfunctions and Key Academic Practices)

From DESE ESL MCU Resource Guide and Collaboration Tool

Grade	ELP*	WIDA Standard	Unit Title	Language Functions & Focus	Focus Language Goals	Microfunctions & Key Academic Practices
K	ELP 1/2	Social-Instructional	How Do I Feel?	Describe	G.1. RECOUNT by describing events of a story to produce a clear and coherent narrative. G.2. DISCUSS by inquiring about others' ideas and experiences. G.3 EXPLAIN by elaborating to describe the relationship between actions/events and emotions.	<ul style="list-style-type: none"> ● <i>Cause/effect</i> ● <i>Classify</i> ● <i>Compare/contrast</i> ● <i>Contradict/disagree</i> ● <i>Describe</i> ● <i>Elaborate</i> ● <i>Evaluate</i>
K	ELP 2/3	Math	Language of Addition & Subtraction	Counting and creating math problems with manipulatives	G.1. RECOUNT by sequencing stories and mathematic situations within grade-appropriate exchanges of information. G.2. EXPLAIN by describing the relationships in addition and/or subtraction situations represented by objects within grade appropriate exchange of information. G.3. DISCUSS by describing stories and mathematical situations.	<ul style="list-style-type: none"> ● <i>Identify/ name/label</i> ● <i>Inquire</i> ● <i>Justify</i> ● <i>Predict</i> ● <i>Sequence</i> ● <i>State opinion /claim</i> ● <i>Summarize</i> ● <i>Others as needed.</i> <p><i>Ex: planning, advising indicating preference</i></p>
1-2	ELP 1/2	SS	Justice, Courage, and Fairness	Justice everywhere poster	G.1.RECOUNT by sequencing events in stories to communicate context specific messages. G.2. EXPLAIN by describing how the actions of particular characters/historical figures contributed to increasing justice, courage, and fairness in our world supporting with reasoning and evidence.	<ul style="list-style-type: none"> ● <i>Analyze texts with evidence</i> ● <i>Paraphrase</i> ● <i>Analyze</i> ● <i>Summarize</i> ● <i>Challenge</i> ● <i>State (name) your own</i> ● <i>Support with reasoning and evidence (opinions, claims, concepts, arguments, ideas)</i>
1-2	ELP 2/3	SCI	Animals and Where They Live	Q & A, Summarize, Research	G.1. DISCUSS by inquiring in order to build and present knowledge gathered through research. G.2. EXPLAIN by elaborating to build and present knowledge on a substantive topic. G.3. RECOUNT to summarize and record research findings.	<ul style="list-style-type: none"> ● <i>Plan and carry out inquiries</i> ● <i>Evaluate sources</i> ● <i>Build and present knowledge through research by integrating, comparing, and synthesizing ideas</i>
3-5	ELP 1/2	SCI	Weathering and Erosion	Cause and effect	G.1. DISCUSS by identifying evidence from a given landscape that includes simple landforms and rock layers to support a claim about the role of erosion or deposition in the formation of the landscape. G.2. EXPLAIN by describing cause and effect supported with reasoning and ideas. (DESE MCU Resource Guide)	<ul style="list-style-type: none"> ● <i>Communicate research findings</i> ● <i>Build on the ideas of others and articulate your own</i> ● <i>Request clarification</i> ● <i>Discuss key points</i> ● <i>Problem-solve/apply to other situations</i>

3-5	ELP 1/2	SS	Historical Perspective	- Compare 2 texts -Argue a claim/support text	G.1. DISCUSS by comparing and contrasting the most important points and perspectives presented in two texts on the same topic. G.2. ARGUE by stating a claim and supporting it with reasoning and relevant evidence.	<ul style="list-style-type: none"> ● Cause/effect ● Classify ● Compare/contrast ● Contradict/disagree ● Describe ● Elaborate ● Evaluate ● Identify/ name/label ● Inquire ● Justify ● Predict ● Sequence ● State opinion /claim ● Summarize ● Others as needed
3-5	ELP 2/3	LA	Newspaper Interviewing and Reporting	Interview	G.1. DISCUSS by inquiring in order to plan and carry out an interview G.2. RECOUNT by paraphrasing in order to communicate the findings of an interview.	
6-8	ELP 1/2	SS	Access to Clean Water	Opinions/claims Causes/Effects	G.1. DISCUSS by stating opinions/claims about a substantive topic. G.2. EXPLAIN causes and effects to create evidence-based claims.	
6-8	ELP 1/2	LA	Personal Narrative	Real/imagined narrative Summarizing	G.1. RECOUNT by describing real or imagined experiences/events using relevant details in a narrative G.2. DISCUSS by summarizing to participate in grade appropriate exchanges of information.	
6-8	ELP 2/3	MA	Using Data to Advocate for Change	Compare/ contrast data Opinion-claim	G.1. EXPLAIN by comparing and contrasting data in order to communicate research findings. G.2. RECOUNT by summarizing statistical data. G.3. ARGUE by stating an opinion or claim and supporting it with reasoning and evidence.	
9-12	ELP 1/ 2	Social- Instruc- -tional	Exploring Topics in Afro- American C. Rights	Causes/effects	G.1. EXPLAIN the causes and effects of key events of the Civil Rights Movement. G.2. DISCUSS by building upon ideas of others and articulating your claims.	
9-12	ELP 2/3	LA	Exploring Topics in Women's Rights	Recount Summarize Argue (claim/reason) Research	G.1. RECOUNT by summarizing information demonstrating understanding of the subject under investigation. G.2. ARGUE by stating a claim supported with reasoning and evidence. G.3. DISCUSS to build and present knowledge through research by synthesizing ideas from multiple sources	

Model Curriculum Units: http://www.doe.mass.edu/candi/model/download_form.aspx Adapted from Massachusetts ESL Curriculum Unit Resource Guide, 2016, p.16, DESE Collaboration Tool

MODEL ESL UNITS WEATHERING AND EROSION (Gr. 3-5) Version for Adapting to Other Context/Grade/ELP Level
 (Adapted from Next Generation ESL Project: ESL Curriculum Resource Guide, Massachusetts Department of Elementary and Secondary Education, 2016)

Unit Items	ESL: Describing and Explaining Weathering and Erosion	
Grades	3-5	
ELP(s)	1 & 2	
Focus Language Goals	G.1 DISCUSS by identifying evidence from a given landscape that includes simple landforms and rock layers to support a claim about the role of erosion or deposition in the formation of the landscape. G.2 EXPLAIN by describing cause and effect supported with reasoning and ideas.	
Tansfore	<i>Students will be able to independently use their learning to...</i> T.1 Communicate for social and instructional purposes within the school setting. T.2 Communicate information, ideas, and concepts necessary for academic success in the content area of science .	
Understanding	UNDERSTANDINGS U <i>Students will understand that...</i> U.1 Signal words and phrases can be used when writing and speaking to clarify cause and effect relationships between ideas. U.2 Effective claims are supported with facts and evidence. U.3 Language can be used to describe the connection between weathering and erosion (cause/effect). U.4 Scientists utilize a specific language register to communicate their ideas.	
Essential Questions (add Understanding)	Q.1 How can we use our knowledge of the English language to inform others? Q.2 How can we communicate our ideas about weathering and erosion? Q.3 How can we use evidence to support a claim about weathering and erosion?	
Content Connections <i>The student is building</i>	STE.4-ESS1-1—Construct a claim with evidence that changes to a landscape due to erosion and deposition over long periods of time result in rock layers and landforms that can be interpreted today. Use evidence from a given landscape that includes simple landforms and rock layers to support a claim about the role of erosion or deposition in the formation of the landscape.	

<p><i>toward:</i></p> <p>(<i>edited for brevity</i>)</p>	<p>STE.4-ESS2-1—Make observations and collect data to provide evidence that rocks, soil, and sediments are broken into smaller pieces through mechanical weathering and moved around through erosion by water, ice, wind, and vegetation.</p> <p>CCSS.ELA-LITERACY.W.4.8—Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	
<p>Knowledge</p>	<p>K.1 <u>Prepositions</u> indicate/ describe location (<i>e.g., between, on, in, out, off, down, up</i>).</p> <p>K.2 <u>Adjectives describe and compare</u> (<i>e.g., taller, smaller, deeper, shallow</i>).</p> <p>K.3 <u>Sequence signal words</u> explain order (<i>e.g., first, next, then</i>).</p> <p>K.4 <u>Cause and effect signal words</u> identify and clarify the relationship between a <u>process and its results and make claims</u> (<i>e.g., because, therefore</i>).</p> <p>K.5 <u>Coordinating conjunctions connect ideas in complex sentences</u> (<i>e.g., and, but</i>).</p> <p>K.6 <u>Regular past tense verbs are</u> formed by adding <i>-d</i> or <i>-ed</i> (<i>e.g., weathered, eroded, moved, changed</i>).</p> <p>K.7 Effective <u>presentations</u> have certain characteristics (<i>e.g., eye contact, register, speaking clearly, projecting, use of supporting images</i>).</p> <p>K.8 <u>Effective claims are supported with evidence</u>, and <u>complex sentences with because</u> can be used to present claims and related evidence.</p> <p>K.9 <u>Content and topic vocabulary</u> related to weathering and erosion (<i>e.g., weather, erode, wind, rain, rock, glacier</i>).</p>	
<p>SKILLS</p>	<p>SKILLS: Academic Language S</p> <p><i>Students will be skilled at...</i></p> <p>S.1 Describing the location and position of objects (<i>e.g., between the rocks</i>).</p> <p>S.2 Describing the appearance of objects using comparative adjectives.</p> <p>S.3 Using transition words (<i>e.g., first, next, then</i>) to put events or steps in order.</p> <p>S.4 Using cause and effect signal words (<i>e.g., because, therefore</i>) to explain a process (cause) and its results (effect), and to make a claim.</p> <p>S.5 Connecting simple sentences to create compound sentences using coordinating conjunctions (<i>e.g., and, but</i>).</p> <p>S.6 Using regular past tense verbs (<i>e.g., weathered, eroded, changed, moved</i>) to describe a process.</p> <p>S.7 Selecting, paraphrasing, organizing, and presenting information effectively.</p> <p>S.8 Determining relevant evidence to make and support claims.</p> <p>S.9 Determining the meaning of words and phrases used in a text, including vocabulary specific to domains related to science and academic vocabulary.</p>	

<p style="text-align: center;">Weathering and Erosion <i>Lesson Sequence (MA DESE ESL UNIT)</i></p>	<p style="text-align: center;">Unit Title: _____ <i>Follow general “flow” of lessons/CEPA but adapt it to fit your topic, CEPA and the linguistic needs of your students to create this lesson flow</i></p>
<p>1 lesson – Concept development. ID and describe types of weathering and erosion using vocabulary (e.g., <i>rock, soil, landform</i>).</p> <p>1 lesson - indicate order, location, or position of objects moved or changed by weathering or erosion using prepositions (e.g., <i>between, on, in, out, down, up</i>). Orally and in writing, and post in gallery walk.</p> <p>1 lesson - describe changes using comparative adjectives (e.g., <i>small/smaller, shallow/deep, tall/taller, large/larger</i>).</p> <p>1 lesson - describe using sequence signal words (e.g., <i>first, next, then</i>). Analyze and order images using sequencing language.</p> <p>2 lessons - describe weathering and erosion processes and their results using regular verbs in past tense (e.g., <i>weathered, eroded, broke</i>). Analyze images and text.</p> <p>2 Lessons – language check point. Make a claim about causes and effects of these processes using <i>because</i> and <i>therefore</i>. Analyze images and videos to discern some causes and effects.</p> <p>2 lessons - organize important information to summarize by identifying signal words (<i>sequence</i> and <i>cause and effect</i>) when reading. Use of graphic organizers, pair work, and whole group discussion.</p> <p>1 lesson -Restate information using compound sentences with linking words (<i>and, but</i>). Practice combining previously constructed sentences and practice creating new compound sentences about weathering and erosion.</p> <p>2 lessons - use cause and effect signal words to make a claim and support it with evidence. Oral and written practice in small groups and use of visuals to support discussion.</p> <p>1 lesson - communicate using content/topic vocabulary (e.g., <i>erosion, weathering, rocks</i>) and targeted academic language introduced in the unit (e.g., <i>small/smaller, because, therefore, and, but</i>). Students will give a brief presentation. Students will apply the presentation skills.</p> <p>4 lessons – Create CEPA. Role of a scientist, present claim & supporting evidence orally at a town hall meeting. Learning groups of three. Each student completes all parts of the CEPA, and will orally presents to peers in a jigsaw.</p>	

**Procedure for Team Development of an ESL Curriculum Unit
New Bedford High School ESL Department 2017-18**

Did we...	
1.	<input type="checkbox"/> 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?
2.	<input type="checkbox"/> complete the “Transfer” box for our unit with relevant WIDA standards?
3.	<input type="checkbox"/> 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? (refer to the Collaboration Tool and pages 59-70 of the “Next Generation ESL Project: Curriculum Resource Guide” document)
4.	<input type="checkbox"/> 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? (RECOUNT, EXPLAIN, ARGUE, DISCUSS) <input type="checkbox"/> b. contains 1-2 micro-functions? (see Collaboration Tool in addition to examples from the MCUs) <input type="checkbox"/> c. contains either a key academic practice or Common Core State Standards (CCSS), and potentially a substantive topic? (see Collaboration Tool for details)
5.	<input type="checkbox"/> 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?
6.	<input type="checkbox"/> read feedback from the SEI content teachers regarding the CCSS to be addressed in our ESL units?
7.	<input type="checkbox"/> 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: http://www.corestandards.org/)
8.	<input type="checkbox"/> 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?
9.	<input type="checkbox"/> read the Curriculum Embedded Performance Assessments (CEPA), also referred to as Performance Tasks (PT), from every ESL MCU (found in Stage 2 under “Assessment Evidence: Language Development”) , while highlighting key components of the CEPA and making notes about what the CEPA must include? (also refer to pages 96-100 of the Curriculum Resource Guide)?
10.	<input type="checkbox"/> write the CEPA for our unit in the box titled “CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT,” making sure that it... <input type="checkbox"/> a. follows the acronym of GRASP? (Goal, Role, Audience, Situation, Product

	<p>performance and purpose – see page 99 of the Curriculum Resource Guide or other ESL MCUs)</p> <p><input type="checkbox"/> b. connects back to the FLGs and CCSS?</p> <p><input type="checkbox"/> c. incorporates all 4 language domains?</p>
<p>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.</p>	
11.	<p><input type="checkbox"/> 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?</p>
12.	<p><input type="checkbox"/> read through the “Knowledge” boxes of the ESL MCUs titled “ESL: The Language of Newspaper Interviewing and Reporting” and “ESL: Personal Narrative,” and label each piece of knowledge as...</p> <p><input type="checkbox"/> a. vocabulary?</p> <p><input type="checkbox"/> b. language forms and conventions (grammar)?</p> <p><input type="checkbox"/> c. linguistic complexity?</p> <p><input type="checkbox"/> d. CEPA?</p>
13.	<p><input type="checkbox"/> explain how each piece of knowledge connects to the FLGs, CCSS, and CEPA?</p>
14.	<p><input type="checkbox"/> complete the “KNOWLEDGE” box in our unit by...</p> <p><input type="checkbox"/> a. labeling them as K.#?</p> <p><input type="checkbox"/> b. including knowledge related to vocabulary?</p> <p><input type="checkbox"/> c. including knowledge related to language forms and conventions (grammar)?</p> <p><input type="checkbox"/> d. including knowledge related to linguistic complexity (organization of oral and written discourse)?</p> <p><input type="checkbox"/> e. including knowledge specifically related to the CEPA? (Note: keep these limited to two)</p> <p><input type="checkbox"/> f. making sure that all knowledge is connected to the FLGs, CCSS, and CEPA?</p> <p><input type="checkbox"/> g. keeping the knowledge limited to 15 items in total?</p>
15.	<p><input type="checkbox"/> present our knowledge section to the rest of the ESL department, revise based on feedback from colleagues, and come to consensus with the whole department on the knowledge before moving any further into unit development?</p>
16.	<p><input type="checkbox"/> read the KNOWLEDGE and SKILLS boxes of the ESL Poetry unit and match the skills to their corresponding knowledge?</p>

<input type="checkbox"/> 17.	complete the SKILLS box of our unit by... <input type="checkbox"/> a. labeling them as S.#? <input type="checkbox"/> b. aligning them with the knowledge; more specifically, expressing what students will be able to do with the knowledge?
<input type="checkbox"/> 18.	read the UNDERSTANDINGS from the box titled “Meaning” in Stage 1 of all ESL MCUs, highlight key components, and identify commonalities to establish what needs to be included in this section? (also refer to page 79 of the Curriculum Resource Guide)
<input type="checkbox"/> 19.	Complete the UNDERSTANDINGS for our unit by... <input type="checkbox"/> a. labeling them as U.#? <input type="checkbox"/> b. aligning them with the knowledge, skills, and focus language goals?
<input type="checkbox"/> 20.	read the ESSENTIAL QUESTIONS from the box titled “Meaning” in Stage 1 of all ESL MCUs, highlight key components, and identify commonalities to establish what needs to be included in this section? (also refer to page 79 of the Curriculum Resource Guide)
<input type="checkbox"/> 21.	Complete the ESSENTIAL QUESTIONS for our unit by... <input type="checkbox"/> a. labeling them as Q.#? <input type="checkbox"/> b. aligning them with the understandings?
<input type="checkbox"/> 22.	present our skills, understandings, and essential questions to the rest of the ESL department, revise based on feedback from colleagues, and come to consensus with the whole department?

Feedback from High School Content Teachers related to Areas of Linguistic Needs for ELs

PLEASE CLICK ON 3 BOXES

CCSS.ELA-LITERACY.RST.9-10.1

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CCSS.ELA-LITERACY.RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-LITERACY.RST.9-10.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

CCSS.ELA-LITERACY.RST.9-10.5

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

CCSS.ELA-LITERACY.RST.9-10.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.