

A message to ALL New Bedford Public Schools ESL educators:

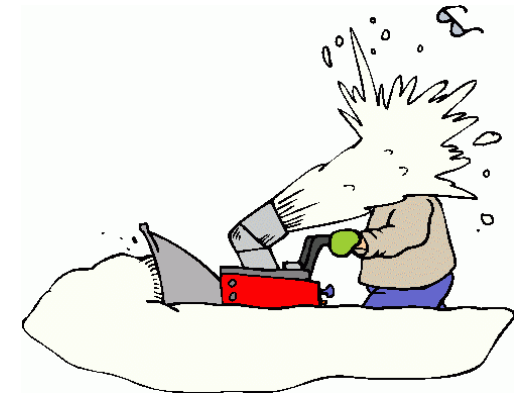
Happy ACCESS month!

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!

Dear NBPS ESL Educator,

We are pleased to present this January unit to you. It is really more of a mini-unit, considering the limited time that many of us will have with our students due to ACCESS and unpredictable weather circumstances. We structured it in a way that allows for teacher flexibility and focused it around topics that are of high interest, to increase student engagement during a time when many students might be burned out from testing.

The language focus of the unit is compare and contrast. It starts out with an un-coached pre-write, where students show their language skills in comparing and contrasting two common objects. They then go through a series of lessons, where they learn how to categorize and summarize characteristics or elements of two topics (either human feats, landmarks, inventions and tools, or world records), compare and contrast them, and then repeat this process with another pair of topics. Rather than complete a big project for the CEPA, students will compile a portfolio of the work they've completed throughout the course of the unit.

This is your chance to choose topics that you and your students are passionate about! If you or your students like sports, consider going with “world records.” If you are a traveler and want to expose your class to the world outside New Bedford, try “landmarks.” While the language goals are already established, the content through which you reach those goals is really up to you and your students.

Please annotate this unit with thoughts, ideas, and modifications as you go along, and collect resources that you find or create, so that we can use your feedback to improve the unit for next year. Best of luck!

Happy teaching,
The NBPS District-Wide ESL Curriculum Committee

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.

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

Stage 1—Desired Results

<p>ESTABLISHED FOCUS GOALS: G</p> <p>Focus Language Goals/Standards:</p> <p>G.1 EXPLAIN by describing an accomplishment, landmark, invention/tool, or world record and summarizing key elements.</p> <p>G.2 DISCUSS by comparing and contrasting aspects of the topic with colleagues.</p> <p><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></p> <p>Content Connections</p> <p><i>The student is building toward:</i></p> <p><i>Please insert grade-level appropriate state standards here.</i></p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>T.1 Communicate for social and instructional purposes within school setting.</p> <p>T.2 Communicate information, ideas, and concepts necessary for academic success in the content area of ELA.</p> <p>T.3 Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>U.1 Certain accomplishments, landmarks, inventions/tools, and world records have had a significant impact on present-day society.</p> <p>U.2 We can use language to summarize, compare, and contrast key elements or features of an accomplishment, landmark, invention/tool, or world record.</p> <p>U.3 We use different types of questioning for various purposes.</p>	<p>ESSENTIAL QUESTIONS Q</p> <p>Q.1 How can I use English to summarize key elements of a text about a topic related to:</p> <ul style="list-style-type: none"> ● Historical accomplishment (<i>first flight, swim across English Channel</i>) ● Landmark (<i>Eiffel Tower, Statue of Liberty, Golden Gate Bridge</i>) ● Invention or tool (<i>cell phone, American flag, airplane, selfie stick</i>) ● World record (<i>athletic, scientific</i>) <p>Q.2 How can I use English to compare and contrast topics?</p> <p>Q.3 What is the impact of individual accomplishments, landmarks, inventions/tools, or records?</p>

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

Stage 2—Evidence

EVALUATIVE CRITERIA	ASSESSMENT EVIDENCE: Language Development
<ul style="list-style-type: none"> ● Effective use of compare/contrast signals (<i>but, however, on the other hand, similarly, likewise</i>) ● Correct use of content-specific vocabulary (<i>see K.2</i>) ● Appropriate use of past tense verbs, regular and irregular ● Accurate use of language to discuss significance (e.g. <i>key, vital, crucial</i>) ● Accurate use of language to summarize and pose questions (<i>see Collaboration Tool Micro-function hyperlinks</i>) ● Appropriate use of social instructional language (e.g., <i>I learned, I understood</i>) when self-reflecting on portfolio artifacts. 	<p>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (Performance Tasks) PT</p> <p><i>As a result of:</i></p> <ul style="list-style-type: none"> ● Describing historical accomplishments, landmarks, inventions/tools, or world records using language for summary ● Reading, listening to, and summarizing texts about historical accomplishments, landmarks, inventions/tools, or world records ● Comparing and contrasting two or more accomplishments, landmarks, inventions/tools, and world records using signals or transition words and phrases ● Discussing key aspects of the topic with peers using academic language <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"> ● A summary of written and/or oral text about a historical accomplishment, landmark, invention/tool, or world record ● A set of student-created questions to interview peer about his or her topic ● Statements or evidence of learning showing mastery of targeted language skills (summarize, describe, compare, contrast, question) and linguistic feature and form ● Graphic organizers (e.g. Venn Diagram) showing language of comparison/contrast between two different topics. ● Written description of the topic’s importance.
	<p>OTHER EVIDENCE OE</p> <p>Formative assessments: compare and contrast graphic organizers, summary graphic organizers, lists of interview questions about topic, gathering facts from supporting materials, ongoing journal entries, organization of key vocabulary about topic, notecards to present summaries of topics.</p>

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 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.

Lesson 4: Days 5, 6— Describing in the Past: Pair B

- **Language objective:** Students will be able to describe the process of when and how two topics came into significance using past tense verbs and expressions of time.
- **Brief overview of lesson:** On the first day of the lesson, students will learn vocabulary words and phrases useful for describing the first topic of Pair B. They will read a text about the first topic in Pair B (i.e. the first flight). Students will be introduced to past tense verbs that appear in the text. They will orally summarize the story or process of how the topic came into significance in the past. On the second day of the lesson, students will learn vocabulary words and phrases useful for describing the second topic of Pair B. They will watch a video or listen to a recording about the second topic (i.e. the first swim across the English Channel). Students will summarize the story in past

tense, in written form. These summaries will be collected by the teacher as the fourth portfolio entry and serve as a language checkpoint for the past tense.

Lesson 5: Day 7— Elaborating on Compare and Contrast Language

- **Language objective:** Students will be able to compare and contrast two topics using language for comparison and contrast, as well as words and phrases for describing significance.
- **Brief overview of lesson:** The teacher will review comparative adjectives and signals for comparing and contrasting with students, and elaborate by adding adjectives, signals, and sentence frames to the list. Teacher will also introduce words and phrases for describing significance (i.e. vital, key, crucial, important, relevant). Students will compare and contrast the significance of the two topics (i.e. the significance of the first flight and the first swim across the English Channel) in written form, using a combination of the previously and recently taught targeted language. This comparison will be collected by the teacher as the fifth portfolio entry and will serve as a language checkpoint for elaborated language for comparing and contrasting.

Lesson 6: Days 8, 9— Elaborating on Language of Questioning

- **Language objective:** Students will be able to inquire and elaborate about two topics using language for inquiry and elaboration.
- **Brief overview of lesson:** On the first day of the lesson, the teacher will present vocabulary useful for describing the first topic in Pair C. Students will read a text about the topic (i.e. cell phones). The teacher will review language of questioning with students and introduce new sentence stems. Students will then use language for inquiring to orally generate text-dependent questions about the topic. On the second day, the teacher will present vocabulary useful for describing the second topic in Pair C (i.e. selfie sticks). Students will watch video or listen to recording about it. Then they will generate written questions about the topic.

Lesson 7: Day 10— Inquiring to Compare and Contrast

- **Language objective:** Students will be able to inquire about the similarities and differences of two topics using language of inquiry, comparison, and contrast.
- **Brief overview of lesson:** Students will develop and present a role play in the form of an interview, in pairs, where students question each other about the similarities and differences of the two topics (i.e. selfie sticks and cell phones). Teacher should consider recording the role plays to have students watch them after and evaluate their own speaking using a teacher-created rubric. By the end of this lesson, students should have chosen a topic from a teacher-generated list to read about tomorrow.

Lesson 8: Day 11— Generating Questions for Reading

- **Language objective:** Students will be able to inquire about a topic by writing questions using language of inquiry & categorization.
- **Brief overview of lesson:** Students will find a partner who has selected a different topic (Pair D). In preparation to read about the topics, students will generate questions (specifically questions that they think might be answered in the text) about the other's topic using language of inquiry and categorization. Students will then read a text about their respective topics with their partner's questions in mind,

taking notes when they find answers to those questions.

Lesson 9: Day 12— Categorizing and Summarizing Information from the Text

- **Language objective:** Students will be able to categorize and summarize information from the text about a topic using language of categorization and summary.
- **Brief overview of lesson:** Students will get with their partner again and orally share their findings from yesterday’s reading. Then they will write a summary of the text by categorizing elements of the topic, using language of summary and categorization.

Lesson 10: Day 13—Comparing and Contrasting

- **Language objective:** Students will be able to compare and contrast two topics using language of comparison as well as comparative adjectives and content-related vocabulary.
- **Brief overview of lesson:** Still in pairs, students will take out their summaries from the day before. They will write an essay comparing and contrasting their topic and their partner’s topic, using the information they summarized from the text. These will be collected by the teacher as the sixth portfolio entry.

Lesson 11: Day 14—Post Assessing Language of Comparison and Contrast

- **Language objective:** Students will be able to compare and contrast two symbols by responding to a writing or speaking prompt using language of comparison and contrast.
- **Brief overview of lesson:** Students will write a compare and contrast summary of the same two symbols as the first day of the unit, in written form, this time using the language they learned throughout the course of the unit. Then teacher will hand back the un-coached pre-writes from the first day of the unit, and students will orally compare their pre and post assessments with a partner. Then they will individually write statements comparing how their language has developed from the pre-write to the post-write.

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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.”²

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>

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.”²

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, gadzooks, right on, gosh, hooray, my my, uh oh, ta-da, whoops, whoopsy, well well, 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>: which allowed, which caused, who created, who designed, etc.</p> <p><u>Serial Commas</u>: Dr. Virginia Apgar designed a scale to assess an infant’s health by measuring it’s heart rate, color, breathing, muscle tone, and reflexes.</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 Skills¹

“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.”² See DESE Collaboration Tool (hyperlinks) and ESL Model Curriculum Units

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

¹ There is no linear progression of skills – these are just very general suggestions. Teachers will want to encourage students to develop skills beyond their current ELP level. See ESSENTIAL ACTIONS for the definitions of WIDA’s Dimensions of Academic Language.

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

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>				
<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"> 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 align="center">Problem-solve/apply to other situations</p>	Macro Functions	Micro Functions <i>Select micro functions according to need and context. Click on the links below for sample progressions.</i>	ELP 5	ELP 4	ELP 3	ELP 2	ELP 1
	<p>RECOUNT</p> <p>EXPLAIN</p> <p>ARGUE</p> <p>DISCUSS <i>"Discuss" points to the importance of the oral, interactive component of all the academic practices.</i></p>	<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 <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 characteristic 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 <i>some</i> complex grammatical structures with patterns characteristic 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. 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 about the role that humans have played in causing the rise in global temperatures (STE 8.MS-ESS3-5)</i></p> <p>Write your FLG here: _____</p> <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>							

Please 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, description, 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"> The author illustrates _____ by _____. Based on _____, one can discern that _____. _____; consequently _____. _____, as evidenced by, _____. _____; thus we can see that _____. The video on _____ portrays _____. _____ reflects _____. _____ is characterized by _____. The _____ illustrates _____. The _____ has _____ and _____ but lacks _____. The _____ might have _____ or _____ but will always have _____. _____ happened because of _____. _____ happened after _____. _____ is an example of _____ because _____. An example of _____ is _____. The _____ has _____, _____, and _____.
	<p>Discourse <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"> Describe complex sequences of events, ideas, opinions, and/or steps. (Demonstrate stamina in receiving or providing an elaborated description.) Describe using multiple paragraphs, chapters, and essays on grade-appropriate content-area text. Describe using an accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events. 	<p>Sentence <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"> Verb forms such as passive voice and subjunctive. Modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers). A wide range of idiomatic and unique sentence patterns characteristic of content-area descriptions. 	

4	Describe showing increasingly independent control of English. Describe related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary.			<ul style="list-style-type: none"> The _____ is next to _____ and behind _____. The _____ is next to _____. _____ contains _____. _____ shows _____. The _____ represents _____. The _____ has _____ and _____. The _____ does not have _____. The picture shows _____. A _____ has _____. A _____ is _____. _____ looks like _____. One thing I noticed was _____. I notice _____. I see _____.
	Discourse	Sentence	Word/Phrase	
	<ul style="list-style-type: none"> Describe related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated description). Describe using multiple paragraphs containing a variety of sentences on grade-appropriate content-area text. Describe using increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing). 	Describe using descriptive sentences characterized by increasingly complex sentence structures, including: <ul style="list-style-type: none"> Verb tenses such as past perfect. Modifiers such as phrases and clauses within a sentence (recognizing and correcting most misplaced and dangling modifiers). Expanded simple, compound, and complex sentence patterns characteristic of content-area descriptions. 	Describe using a wider vocabulary, including: <ul style="list-style-type: none"> An increasing proportion of less frequently occurring words and phrases; increasing use of vivid words and phrases. Multiple meanings of words and phrases across contexts, such as specific and technical content-related terms, cognates, and expressions and some content-specific collocations. An increasing number of intensive pronouns to add emphasis to a statement (e.g., <i>myself</i>; <i>ourselves</i>). Semi-transparent idioms (i.e., expressions in which the link between literal and figurative meaning is less obvious) with increasing grammatical and figurative complexity. 	
3	Describe showing developing control of English. Describe using related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary.			<p style="text-align: center;">QUESTION STEM EXAMPLES</p> <ul style="list-style-type: none"> Can you tell me the common traits of _____? Why _____? Who caused _____? What happened when _____? When did _____ happen? Where _____? What is _____? Who _____?
	Discourse	Sentence	Word/Phrase	
	<ul style="list-style-type: none"> Describe related events, ideas, and/or opinions (may retrace or restart a description being received or produced). Describe using related paragraphs on grade-appropriate content-area texts Developing application of an increasing range of temporal and linking words and phrases to connect and organize events, ideas, and opinions in a description. 	Describe using descriptive sentences characterized by frequently occurring complex sentence structures, including: <ul style="list-style-type: none"> Verb tenses such as present perfect. Modifiers such as subordinating conjunctions and prepositional phrases. Simple, compound, and some complex grammatical constructions (e.g., independent, dependent, relative, and adverbial) across content-area descriptions. 	Describe using a developing vocabulary, including: <ul style="list-style-type: none"> Words and phrases in spoken and written forms in a growing number of contexts, such as specific content-area terms, cognates, and expressions. An emerging awareness of how to create new words from familiar words (e.g., <i>electricity</i> from <i>electric</i>), collocations (i.e., habitual juxtaposition of a particular word with another word or words, with a frequency greater than chance), and multiple-meaning words. Relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>), relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>). Transparent idioms with developing grammatical complexity. 	

2	Describe showing emerging control of English. Describe briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary.		
	<p>Discourse</p> <ul style="list-style-type: none"> Describe a brief sequence of events in order and/or introduction of a topic with supporting details. Describe using multiple, related, simple sentences containing content-area in grade-appropriate text or word problems. Describe using a loose cohesion of information and/or using frequently occurring linking words, accomplished by repetition of words or phrases. 	<p>Sentence</p> <p>Describe using combinations of simple sentence structures, including:</p> <ul style="list-style-type: none"> Verb tenses such as past tense (irregular), past progressive, simple future. Modifiers such as frequently occurring prepositions, adjectives, adverbs. Repetitive phrases and sentence patterns across content-area descriptions. 	<p>Word/Phrase</p> <p>Describe using simple vocabulary, including:</p> <ul style="list-style-type: none"> Frequently occurring words and phrases One to two forms of words and phrases based on specific context, such as social, instructional, and general terms, cognates, and expressions across content areas. Frequently occurring pronouns used with increasingly precise control. A few transparent idioms (i.e., expressions in which literal meaning is clearly linked to figurative meaning) that are grammatically simple in form.
1	Describe showing limited control of English. Describe simple information using simply constructed phrases and sentences with a limited range of vocabulary.		
	<p>Discourse</p> <ul style="list-style-type: none"> Describe using simple information about an event, experience, and/or topic. Describe using short sentences composed of simple or predictable phrases or sentences. Describe limited (i.e., initial) cohesion among sentence structures. 	<p>Sentence</p> <p>Describe using syntactically simple sentences, including:</p> <ul style="list-style-type: none"> Verb tenses such as present, present progressive, simple future (going to), simple past. Modifiers such as adjectives, adverbs. Simple grammatical constructions (e.g., commands, some <i>wh</i>-questions, declaratives). Common social and instructional patterns or forms. 	<p>Word/Phrase</p> <p>Describe using a limited (i.e., initial) range of simple vocabulary, including:</p> <ul style="list-style-type: none"> Very frequently occurring words and phrases (everyday terms, cognates, and expressions with clear, easily demonstrated referents). A small number of frequently occurring words, phrases, and formulaic expressions based on literal definitions of words. Frequently occurring pronouns used with initial control (and occasional misapplications). Nonverbal communication.

Day 1: Pre-Assessing Language of Compare/Contrast: Un-coached pre-write: Compare and contrast two symbols (the dollar bill and American flag).

PAIR A

Day 2: Topic A1

- *Reading & speaking focus
- *Topic vocabulary
- *Language of categorizing, summarizing, and inquiring
- *Oral student-generated questions

Day 3: Topic A2

- *Listening & writing focus
- *Topic vocabulary
- *Language of categorize, summarize, & inquire
- *Written summary: portfolio #1

Day 4: C/C

- *Writing & speaking focus
- *Language for compare & contrast
- *comparative adjectives
- *Venn Diagram: portfolio #2
- *Oral summary of Venn D. – collect audio samples

PAIR B

Day 5: Topic B1

- *Reading & speaking focus
- *Topic vocabulary
- *Describing with past tense verbs and expressions of time
- *Oral summary of topic

Day 6: Topic B2

- *Listening & writing focus
- *Topic vocabulary
- *Describing with past tense verbs and expressions of time
- *Written summary of topic

Day 7: C/C

- *Writing & speaking focus
- *Elaborated language for comp./contr.
- *Language for determining significance
- *Written comparison/contrast of topics' significance: portfolio #3

PAIR C

Day 8: Topic C1

- *Reading & speaking focus
- *Topic vocabulary
- *Language for inquiring to elaborate
- *Oral student-generated questions about topic

Day 9: Topic C2

- *Listening & writing focus
- *Topic vocabulary
- *Language for inquiring to elaborate
- *Written student-gen. questions: portfolio #4

Day 10: C/C

- *Speaking focus
- *Role play, interview about topics

PAIR D

Day 11: Generate Questions for Reading

- *Reading & speaking focus
- *Students in pairs: both generate questions about the other's topic, share with partner, then read about their topic with their partner's questions in mind

Day 12: Categorize/Summarize

- *Speaking & writing focus
- *Students in pairs: orally share findings/responses to partner's questions, categorize and summarize elements of topic in written form

Day 13: C/C

- *Writing focus
- *Students use both summaries to compare and contrast the two topics in written form: port. #5

Day 14: Post-Assessment: Have students compare and contrast the same two symbols from Day 1, now using language learned in the unit.