Next Generation ESL Project:

Curriculum Resource Guide

July 2016

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1.1 Project Overview

1.1.1 About the Next Generation ESL Project: Model Curriculum Units

Foundational Beliefs

- Schooling should help all students reach their highest potential, encouraging critical thinking and agency so that all students can participate more directly in the societal processes that affect themselves, their families, and their communities.
- Schooling should incorporate an asset-based approach that values the languages, cultures, and experiences that students bring to our schools.

Demographics and Impetus for Project

The population in Massachusetts public schools is changing quickly. In the past 15 years, the number of children who arrive at our schools speaking languages other than English has nearly doubled. In fact, English Learners (ELs) are the only student population subgroup that is growing. Strengthening teaching and learning for ELs is central to raising achievement, and a key goal of the Department of Elementary and Secondary Education (ESE). Currently, ELs experience the largest achievement gaps and have the highest dropout rate of any student subgroup in the Commonwealth.

The Rethinking Equity and Teaching for English Language Learners (RETELL) initiative is a multifaceted, comprehensive approach designed to give ELs access to effective instruction and close the current achievement gap. As part of the RETELL initiative, Commissioner Chester named the development of a model English as a second language (ESL) curriculum as one of his priorities, and established a formal project that began in late May 2014. The Commissioner set forth the charge to:

- Produce recommendations on ESL curriculum development
- Create model curriculum units (MCUs) for the use of educators in the state
- Share the process itself for future use by districts and schools

In response, the Office of English Language Acquisition and Academic Achievement (OELAAA) led the field-based "Next Generation ESL Project: Model Curriculum Units" in a key partnership with the Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL), along with Northeast Comprehensive Center/WestEd, and the support of other organizations such as the Center for Applied Special Technology (CAST) and WIDA. The project included participation of over 30 districts across the state, as well as collaborations and consultations with state and national curriculum experts.

The work began with the establishment of a district-based advisory Planning Committee with members from districts serving over 65 percent of ELs in the state. The Planning Committee was composed of a cross-disciplinary mix of stakeholders in various roles. It included ESL and content teachers, EL program

directors, state education collaboratives, language consultants, and representatives from higher education and the special education field. Planning Committee members, OELAAA staff, and collaborating members of key partner organizations also worked closely with ESE's Center for Curriculum and Instruction—specifically two offices, Literacy and Humanities and Science, Technology/Engineering, and Mathematics (STEM). The project also included teams of educators charged with writing, piloting, and revising the MCUs. All in all, the project ultimately incorporated educator input and feedback from over 30 districts with a range of high-, mid-, and low-incidence EL populations from various regions of the state. As this makeup shows, the Next Generation ESL Project embodies a long-term vision for strengthening relationships and supporting collaborative practices on behalf of student learning at all levels: classroom, school, district, and state.

Project deliverables include:

- ***Definition of the Focus of ESL Instruction in Massachusetts*.** A document—included as this guide's Section 2.2—clarifying what is currently expected of the ESL educator given the changing roles of ESL and content educators (TESOL International Association, 2013) in light of current standards (WIDA and the Massachusetts Curriculum Frameworks, henceforth referred to as "Frameworks") and state regulations.[1] The *Definition* also incorporates careful consideration of how federal and state law, policy, guidance, and local conditions (e.g., local program structure, EL population and needs) affect teaching practice.
- **Collaboration Tool.** A multi-layered, multi-purpose tool designed to help curriculum writers operationalize WIDA Standards in conjunction with the Frameworks. The goal of the Collaboration Tool is to support curricular planning with the intentional, simultaneous development of language and the analytical practices embedded in the Frameworks. It highlights the need for collaboration between language and content educators and helps teachers prioritize and strategically plan around Key Uses of Academic Language[2] in the context of key academic practices (Cheuk, 2013) common across content area Frameworks. The Collaboration Tool and related processes are planning resources that, among other uses, can help educators prepare to create clear, standards-based language learning goals for developing curricula using the ESL unit template.
- **ESL MCU unit and lesson plan templates**. Documents outlining key considerations for developing collaborative next generation ESL units following the Project's curricular design approach. Annotated versions of the unit and lesson templates provide critical-thinking prompts as additional support for educators developing ESL curricula at the unit and lesson levels.
- **ESL MCUs.** 12 units spanning grades K–12. The ESL MCUs focus on systematic, explicit, and sustained language development within the context of the Frameworks. Each ESL MCU connects to key linguistic demands from an existing core academic MCU (in the English language arts [ELA], math,

[1] For more information about current guidelines reflecting state regulations, see ESE's *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners*.
[2] For a paper on the Key Uses, see Center for Applied Linguistics (n.d.).

social studies, or science content area), but the primary purpose of these ESL units is focused and dedicated language study. They encourage a contingent pedagogy that is responsive to student needs and learning, and the simultaneous development of language, standards-based concepts, and analytical practices. In response to educator request, the units were designed for ELs at the foundational levels—WIDA English language proficiency (ELP) levels 1 to low 3—but they showcase a curriculum development process that can be used to design units for ELs at all language proficiency levels. As exemplars of teaching practice, the ESL MCUs were developed within a continuous improvement cycle including iterative, often messy, stages of development, implementation, feedback, and revisions. They are intended to be used as "living documents" that highlight how effective instructional design must always adapt to changing conditions and student need. The ESL MCUs illustrate how a flexible but practical process of careful planning and delivery of effective instruction is essential in addressing the complex challenge ELs face when simultaneously learning English and demanding, grade-level academic content.

- **Resource guide.** This document, which provides:
  - Information about the project's context, the curriculum design framework, and how to use that framework to develop additional ESL units.
  - Description of a continuous improvement cycle prompting critical questioning and strategic decision-making that can be used to improve instructional design.
  - A collection of collaborative tools, processes, protocols, and resources used in the development of ESL MCUs (e.g., Collaboration Tool, unit template, unit lesson plan template, language unpacking tools, unit and lesson-level protocols, etc.).
  - Resources for professional learning communities (PLCs) to support collaborative ESL curriculum development.
  - Information about other key topics related to the project, such as text complexity, Universal Design for Learning, guidance related to instruction and assessment of dually identified students (ELs with a disability), and other significant components of effective ESL curriculum.
- **Unit rubrics.** Two rubrics (K–2 and 3–12) for reviewing the quality of ESL curricula to ensure that developed units are aligned to standards and curricular shifts embedded in the WIDA Standards and the Frameworks.
- **Professional development and additional supports.** ESL MCU Facilitator Training (ESL MCU FacT) incorporating foundational professional development created for the project's Planning Committee, writing teams, and piloting teams. ESL MCU FacT sessions are available to educators across the Commonwealth starting in the summer of 2016.[3] FacT participants will be equipped to facilitate the collaborative ESL curriculum development process used to develop ESL MCUs in their home districts.

[3] For more information on current ESL FacT offerings, please visit the OELAAA professional development page.

1.1.2 Situating the Project within the Context of Massachusetts' Language Programs

The Next Generation ESL Project is situated within the larger context of federal and state laws regarding EL instruction. According to federal and state law, ELs have a right to an equal educational opportunity.[4] The law recognizes that, to succeed academically, ELs need instruction that is appropriate for their individual language proficiency levels, allows them to develop English language proficiency, and affords them equal access to rigorous content area instruction and academic achievement.

At the state level, current interpretation of the law states that, with limited exceptions, districts are required to provide sheltered English immersion (SEI)[5] to ELs until they are proficient in English. Other language development programs in Massachusetts include Two-Way Immersion (TWI)[6] and Transitional Bilingual Education (TBE). Regardless of the program model (SEI, TWI, TBE, etc.), districts must provide EL students with both grade-level academic content and ESL instruction that is aligned to WIDA and the Frameworks as outlined in state guidelines for EL programs.

It is important to highlight that in Massachusetts, SEI programs must include two instructional components that are both necessary for comprehensive, effective instruction of ELs: sheltered content instruction (SCI) *and* ESL.

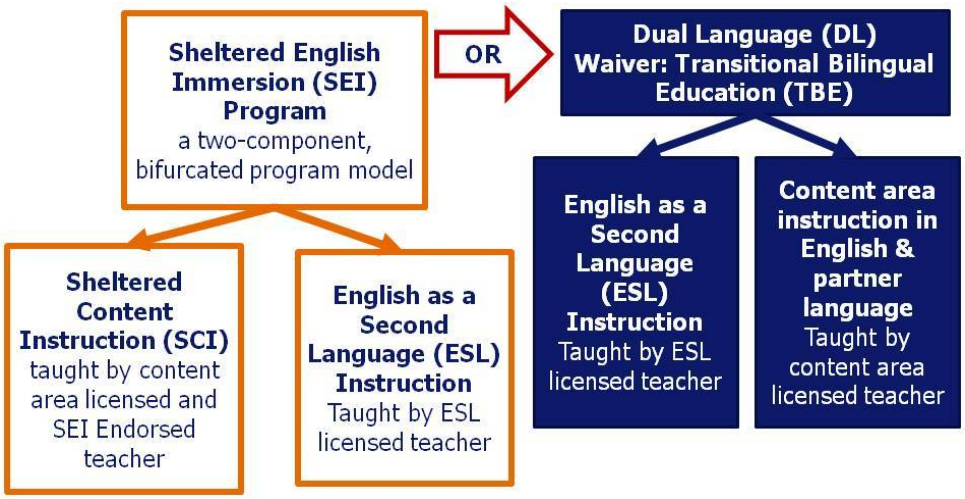

Figure 1: Components of programs serving ELs in Massachusetts

[4] ASPIRA Consent Decree, 1974; *Castañeda v. Pickard*, 1981; Equal Opportunities Education Act, 1974; *Lau v. Nichols*, 1974; and the U.S. Department of Education's 2015 English Learner Toolkit.

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

[6] For more information, see ESE's *Guidance for Defining and Implementing Two-Way Immersion and Transitional Bilingual Education Programs.*

Within the Massachusetts SEI program model, SCI offers access to grade-level content as well as development of discipline-specific academic language; ESL offers systematic, explicit, and sustained language instruction in the context of the Frameworks. The focus of ESL instruction in Massachusetts is defined in more detail below.

The structure of the SEI program in Massachusetts acknowledges that ELs acquire language while interacting in all classrooms as they engage with key academic practices, analytical skills, and conceptual development embodied in the Frameworks. It recognizes that effective language instruction in all academic classes can benefit both ELs and proficient speakers. It also highlights that SCI and content accessibility alone does not provide enough dedicated focus, support, or assistance toward developing the language and literacy instruction ELs need to reach the kind of linguistic complexity demanded by the Frameworks. This is especially true of ELs at foundational levels (Saunders, Goldenberg, & Marcelletti, 2013; Council of the Great City Schools, 2014), whose additional language needs are clearly different from those of proficient English speakers.

Dedicated ESL instruction in Massachusetts, as redefined by the Planning Committee, is designed to give ELs the additional linguistic support they need through systematic, explicit, and sustained focus on language and literacy within the rich context of the Frameworks.[7] Educators can support students' English development to advanced levels by raising their consciousness about language, drawing their attention to particular language choices and uses, and providing opportunities for explicit learning about language, also known as metalinguistic knowledge (Schleppegrell, 2016). This metalinguistic and metacognitive knowledge that results from explicit language instruction attends to higher-order thinking skills and crosses academic disciplines.

Thus the SEI program in Massachusetts includes both language and content as important instructional considerations for planning ESL instruction and SCI.[8] Although each component of the program has a different driving instructional focus, both must incorporate language and content (in different ways, informed by the different levels of expertise and qualifications of corresponding educators). As a result, both components of the SEI system in Massachusetts (ESL and SCI) contribute to ELs' academic success despite having different primary purposes.

Similarly, TWI and TBE programs in Massachusetts include components with different foci that contribute to ELs' academic success. These programs include development of each target language, SCI in target languages, as well as explicit and intentional bridging (Beeman & Urow, 2013) between both languages where the educator strengthens students' dual and cross-linguistic repertoires. Therefore, all programs serving ELs in Massachusetts contain both language and content components to support student achievement, as illustrated in Figure 2 below.

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[7] WIDA Essential Action 5; includes consideration of how students develop first and second language and literacy skills at different rates and in different sequences (Gottlieb, 2013, pp. 28–30).
[8] WIDA Essential Actions 4, 6, 11, and 14 (Gottlieb, 2013, pp. 25–27, 31–33, 46–48, 58–63).

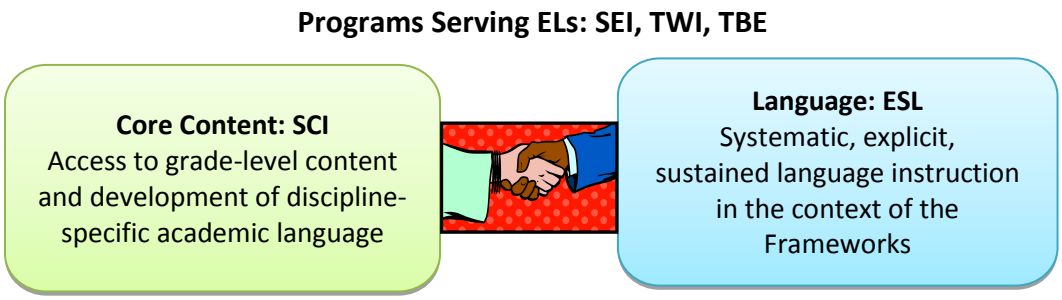

Figure 2: Language and content key components of programs serving ELs in Massachusetts

Finally, it is important to highlight how ESL, as defined in this guidance, does not happen *instead* of instruction devoted to content but *in addition* to core content instruction across all program models. The Next Generation ESL Project's curriculum framework and related guidance acknowledge the need for effective integration of language and content within each program instructional component so ELs can develop academic language across a variety of academic and social contexts.

1.1.3 Situating the Project within Changes in the Education Landscape

The 2011 adoption of Common Core State Standards (CCSS) into the Massachusetts Curriculum Frameworks made it necessary to update the state's ESL standards as well as annual summative ELP assessment. ESE made these changes to comply with federal mandates specifying that both (ESL standards and assessment) must be aligned with state academic standards.[9] Thus, in 2012, Massachusetts joined the WIDA Consortium and adopted its large-scale ELP assessment, ACCESS. Several other state-level initiatives such as a new Framework for Educator Evaluation and content area assessments (MCAS 2.0) were also being implemented at the time, creating a ripple effect that changed the landscape for educators across the Commonwealth.

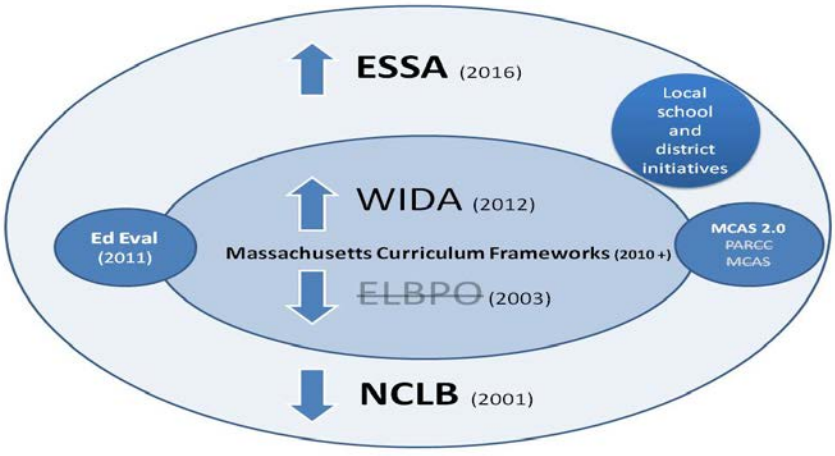

Figure 3: Recent education initiatives in Massachusetts

[9] No Child Left Behind (NCLB) Act of 2001, Sections 1111 (b)(1)(F) and 1111 (b)(2)(G).

Given the context of a shifting educational landscape and multiple competing narratives regarding educators' roles and responsibilities, one of the first questions the Planning Committee addressed was how to define the role, responsibility, and scope of work of the ESL teacher in Massachusetts. The Committee's discussion was necessarily framed within several non-negotiable items, including:

- Local Massachusetts law, policy, and regulation around ESL, such as the *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners*, August 2015.
- The Massachusetts Curriculum Frameworks.
- WIDA English Language Development Standards.
- New RETELL SEI endorsement for content educators.
- New license requirements for ESL educators.
- *Guidelines for the Professional Standards for Teachers*.
- The Massachusetts Framework for Educator Evaluation.

The first task of the ESL MCU Planning Committee involved clarifying ESL in the context of all of these standards, guidelines, and requirements. The result was new, clear guidance defining the focus of ESL instruction. The new *Definition of the Focus of ESL Instruction in Massachusetts* can be found in Section 2.1 of this guidance.

Committee members also identified key beliefs and programmatic expectations that served as the foundation and vision of the Next Generation ESL Project:

- ELs at all proficiency levels have the same ability as native and proficient speakers to engage in cognitively complex tasks.
- When ELs receive appropriate support to access ideas, texts, and concepts expressed in English, we are able to strategically work toward the simultaneous development of language and of key academic habits of thinking expected at the students' particular grade levels.
- In order to succeed, ELs must engage with well-designed curricula that are aligned to WIDA and the Massachusetts Curriculum Frameworks.
- Motivation and engagement are crucial to learning and should be considered in curriculum development.
- Teaching is a complex and dynamic act; effective teaching is essential to student success.
- All educators are responsible for students' language development and academic achievement. Collaboration and shared responsibility among administrators and educators are integral to student and program success.
- All instruction (content area and ESL) is provided by highly qualified educators who are licensed in their respective fields.

- ESL educators and administrators are fully integrated in district and school decision-making processes, initiatives, and professional development.
- ESL educators have opportunities to regularly participate in building and district-based quality professional development. Such professional development is differentiated, sustained, embedded with supports, and focused on all aspects of professional growth of the ESL educator, including subject matter as well as content and collaborative practices.
- ESL educators regularly attend grade-level and content area team meetings.
- Administrators and educators use multiple data points (student achievement, performance, growth, demographics, sociocultural aspects, equity measures within the school, etc.) to inform scheduling of classes, services, and supports.
- ELs have schedules that permit both ESL instruction and supported, grade-level curriculum instruction (provided through SCI).

1.1.4 Developing a Curricular Structure

To develop the structure and process for the design of the ESL MCUs, the Planning Committee undertook the following tasks:

1. **Choosing a curricular structure.** The Committee examined various examples of ESL curricula at state and national levels, researched curriculum development theory and practices,[10] and consulted with state and national experts in order to identify key components the MA ESL model units should contain.
2. **Designing an ESL MCU template integrating Understanding by Design (UbD).** One project requirement was alignment with the pre-existing ESE initiative for content area MCUs. Accordingly, the Planning Committee modeled curricular thinking processes dedicated to systematic language development using the UbD framework. UbD's "backward" instructional design approach immediately presented two questions:
   - How and where does the WIDA framework merge and integrate with the UbD process and the existing MCU template?
   - How can educators create clear learning Focus Language Goals (FLGs) for Stage 1 of the UbD process?

   To answer the first question, the Planning Committee reviewed, revised, and developed various iterations of the UbD template (including a model developed in a MATSOL-Brockton initiative) in consultation with Jay McTighe. The final ESL MCU unit template is available in Section 4.1 of this guide, followed by with an annotated version of the template in Section 4.2.

[10] For more information about research foundations for the Next Generation ESL Project MCUs, see the bibliography in Section 7.3 of this guide.

The second question posed a greater challenge. Given the broad, generative, and dynamic nature of the WIDA Standards, how does the ESL educator create clear, concrete, and measurable language learning goals for Stage 1 of the UbD process? The Project's approach to developing these goals is explained in Section 3.3 of this guide.

3. **Addressing challenges related to implementation of the WIDA Standards.** The WIDA Standards are dynamic and generative, and can be aligned to whatever content standards a particular state has adopted. This offers great flexibility, but members of WIDA's research team have noted that "the ambiguous and generative nature of the WIDA [English Language Development] standards adds another layer of work to create [another] set of standards which forces teachers to create shortcuts" (Westerlund, 2014, p. 134). WIDA researchers also suggest that "the standards do and will continue to have important limitations….The abstractness and flexibility that characterize them are a significant drawback to their use by many ESL and most general education teachers" (Molle, 2013, p. 13). Other noted researchers in the field of language acquisition concur that while the WIDA Standards framework has some strengths, it does not offer "the descriptions of linguistic and discourse features with the degree of specificity necessary for teachers to create [English language development] curricula" (Bailey & Huang, p. 359).

   The Planning Committee, whose members represent districts with the largest EL and ESL educator populations in Massachusetts, acknowledged that WIDA offers many useful tools to the field, but also reported that many of the Commonwealth's educators feel that the current WIDA framework is not streamlined enough to provide concrete, user-friendly ways to develop ESL curriculum using the Massachusetts standards-based UbD planning model. This model includes S.M.A.R.T. goals and has implications for district-determined measures (DDMs) and educator evaluation. It was precisely this challenge of using the WIDA framework for curriculum planning in Massachusetts public schools, a challenge faced by the larger field of ESL educators across the state, that led to this project.

   Although WIDA continues to develop new resources for educators and refine its framework based on ongoing research, implementation across multiple consortia contexts, and feedback from Consortium members, the Planning Committee decided to focus on this challenge as a key area of the project.

1.1.5 Looking Forward

As curricular material developed by the Next Generation ESL Project is released to the public and educators across the state participate in professional development about the project's curricular approach, the ESL MCU team is well aware that more research is needed on K–12 academic language development for ELs (Anstrom et al., 2010). Nevertheless, classrooms are brimming with ELs now: educators must use current research and continue experimenting, learning, developing, and improving tools to support each other and the students they serve.

Notwithstanding limitations to the research base, English language development researchers Bailey and Huang have recommended that augmenting a limited set of key standards with detailed learning progressions for specific aspects of academic English "could have the potential to powerfully augment

existing standards so that students can access them for their learning needs and teachers for their instructional and assessment goals" (Bailey & Huang, 2011, p. 360). The ESL MCU team hopes that the collaborative curriculum development approach developed through this project and related tools, processes, and protocols highlighted in this guidance serve as a useful framework for language-driven curriculum design to support both educators and ELs.

1.2 Theory of Action and Characteristics of a Next Generation ESL Curriculum

As described above, the Planning Committee began the Next Generation ESL Project by seeking a consensus and a collective vision about the focus of ESL instruction in the Massachusetts context. The Committee also needed to design a model curriculum development process and exemplars leading to agreed-upon outcomes. This meant the Committee needed to establish a theory of action based on a deep understanding of current research on language development, standards, curriculum, instruction, and assessment for ELs.

Over the course of a year, the Planning Committee met to collaboratively establish an actionable theory that would guide development in year two of the Next Generation ESL Project. During that first year, they:

- Reviewed data and outcomes for ELs.
- Evaluated and clarified current policies and guidance for ESL.
- Conducted a literature review on the research to date regarding academic language development for ELs in K–12 settings.
- Discussed this academic language development research.
- Surveyed district realities, needs, and existing resources.
- Shared multiple perspectives and visions for the role of ESL instruction within the variety of language programs in Massachusetts.
- Studied ways in which newly adopted standards shifted expectations for language and content learning, and the intersection of language and content within Massachusetts program models for ELs.
- Reviewed models, components, and characteristics of effective ESL curricula, and created new models and possible approaches.
- Culled and merged expertise and feedback from practitioners, researchers, and policymakers.
- Articulated the vision, theoretical basis, and outcomes for project deliverables.

The theory of action presented below, and the specific characteristics of next generation ESL curricula, emerged as a result. The theory of action provides a core set of priority beliefs, supported by research, that can be operationalized in development of curricula, instruction, and assessment for ELs that is representative of the state's *Definition of Focus of ESL Instruction*. It has guided the development of

model ESL units, tools, processes, and resources. Moreover, it has been refined throughout the curriculum development and pilot implementation phases, with sustained review and reflection from the Planning Committee, illustrating the importance of a continuous improvement cycle in the curricular design process.

Together, both the theory of action and explicitly stated characteristics of a next generation ESL curriculum can guide educators toward the outcomes of college and career readiness, student engagement in their schools and communities, and future participation in a civic democracy. This dynamic ESL curriculum offers students opportunities to develop their linguistic and cultural resources and apply them to solve real-world problems, impact issues important to them, and make choices for themselves and their future roles in the world within the context of developing language, engaging in meaningful academic and social contexts of schooling, and building critical lenses to promote individual and community agency.

Theory of Action

- **Shared responsibility, expertise, and collaboration leads to EL achievement.** By coordinating and collaborating in planning ESL and content curricula, educators will support one another, share unique fields of expertise within curriculum planning, and take collective responsibility for EL achievement.[11]
- **Educator inquiry, curricular innovation, testing, and reflection cycles lead to continuous improvement and stronger implementation of curricula.** By engaging in a process of continuous improvement as they develop and revise next generation ESL curricula, educators will collaboratively and continuously lead, evaluate, and improve curriculum development (Metz, 2016). This will result in scaling-up of evidence-based practices for ESL in classrooms and schools across the state.
- **Learner assets serve as important teaching resources.** By capitalizing on the experiences, prior knowledge, languages, cultures, and backgrounds ELs bring to learning,[12] and by using their linguistic and cultural profiles in curricular design,[13] educators can instruct students more responsively, resulting in increased student agency, understanding of multiple perspectives, and stronger critical lenses with which students can evaluate and advocate important issues.
- **Language is action (Van Lier & Walqui, 2012; Walqui, 2012) within each unique sociocultural context.** Next generation ESL promotes development of language as action. By focusing next generation ESL curricula on the developmental[14] and functional[15] nature of language learning within a range of academic and social contexts[16] through authentic, interactive learning experiences and

[11] WIDA Essential Actions 14 and 15 (Gottlieb, 2013, pp. 58–66).
[12] WIDA Essential Action 1 (Gottlieb, 2013, pp. 14–16).
[13] WIDA Essential Action 3 (Gottlieb, 2013, pp. 20–24).
[14] WIDA Essential Action 5 (Gottlieb, 2013, pp. 28–30).
[15] WIDA Essential Action 10 (Gottlieb, 2013, pp. 43–45).
[16] WIDA Essential Action 11 (Gottlieb, 2013, pp. 46–48).

real-world transfer and application, the implementation of these units will help students understand their own language development as being more than a set of forms and features. Instead, students will learn to see their developing language as growing sets of tools for meaning-making leveraged through action to achieve their own goals.

Characteristics of a Next Generation ESL Curriculum

A next generation ESL curriculum developed as part of this project has the following features:

- **Is planned and dynamic.** Planning using backward design (McTighe & Wiggins, 2011, pp. 3–4) around FLGs with independent performance outcomes, and incorporating dynamic formative assessment opportunities and contingent feedback cycles during instruction (Metz, 2016) will align curriculum, instruction, and assessment components to better promote language development, support content achievement, and respond to students' individual needs.
- **Is explicit and visible.** Implicit or hidden expectations are often misunderstood. When they are explicit and visible instead, students' engagement and ownership of learning will increase and ESL instruction will become more responsive to student needs (Birch, Hattie, & Masters, 2015).
- **Is rigorous and integrated.** By creating a range of contexts for developing Key Uses of Academic language and by integrating language with standards-based analytical practices[17] within ESL curricular design,[18] educators can simultaneously increase students' higher order thinking skills[19] and attend to the depth of knowledge and rigor expected for grade-level academic achievement.
- **Is differentiated.** By developing a curriculum that is intentionally, explicitly, and systematically designed to be responsive to student differences (Meyer, Rose, & Gordon, 2014), and to overcome potential learning barriers, an educator can more effectively address a range of instructional needs and implement supports during instruction to help scaffold language learning[20]
- **Is collaborative and dialogic.** Through an authentic, language-rich curriculum that provides opportunities for collaboration, interactive discussion, and language practice, ELs will increase both their language proficiency and conceptual understanding (Dalton, 1998; Dalton & Tharp, 2002).
- **Explicitly teaches language and thinking.** By incorporating an explicit focus on metacognitive and metalinguistic skills in ESL instructional design, educators can support language and concept development at advanced levels. These skills raise students' consciousness about language by focusing attention on thinking processes and language choices in particular contexts, and by providing opportunity for dedicated discussion about language, about language learning, and about thinking processes (Schleppegrell, 2016) essential to academic achievement and language development.

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[17] WIDA Essential Action 2 (Gottlieb, 2013, pp. 17–19).
[18] WIDA Essential Action 4 (Gottlieb, 2013, pp. 25–27).
[19] WIDA Essential Action 8 (Gottlieb, 2013, pp. 37–39).
[20] WIDA Essential Action 12 (Gottlieb, 2013, pp. 49–51).

1.3 Purpose and Description of Next Generation ESL MCU Curriculum Resource Guide

This resource guide seeks to provide Massachusetts educators with the best available research and expertise for addressing current challenges related to designing curriculum for ELs. ELs need systematic and sustained language-driven instruction, with a curriculum that reflects those priorities and is also aligned with current state standards.

This resource guide is not meant to be a full course on each aspect of unit design. It brings together multiple frameworks and processes needed to create quality ESL curricula, but it is not intended to teach all aspects of curricular components from beginning to end, such as a full understanding of academic and language standards, UbD, assessment frameworks, differentiation methods, UDL, revision cycles, etc. This guide points to various areas of needed expertise to create strong next generation ESL curricula, and offers model thinking processes and examples to bring these multiple areas into a coherent whole. Educators are encouraged to examine their own professional learning continua to identify individual areas for potential growth, and professional development providers need to determine where this work fits in the larger continuum of development of each particular audience.

This resource guide offers English language educators evidence-based recommendations and a process for creating ESL curriculum units in grades K–12 at all proficiency levels. It pulls together current research in the field of English language development, provides strategies to translate it to the classroom, and shares practices as learned by the Planning Committee, field-based cross-disciplinary writing teams, and piloting educators in ESL classrooms across the state. Guided deeply by the UbD framework, this guide walks educators through a process of creating ESL curriculum units that can support them on their path toward effective planning and delivery of ESL classroom instruction.

This guide also provides instructional recommendations for ELs that content and language educators can implement in conjunction with existing content and language standards. It can be useful for both sets of educators as they think critically about English language demands in content area and ESL classroom tasks and texts. ESL educators, in collaboration with their content area colleagues, can use the guide when planning ESL and SCI units.

In addition, administrators and professional development providers can use this guide to inform and improve evidence-based instruction, align instruction with state standards, and prompt educator discussion about curriculum design for ELs in PLCs.

1.4 Key Project Considerations

Collaboration and Co-Planning Expectations for Curriculum, Instruction, and Assessment of ELs

Each district has unique populations, communities, and resources (linguistic, academic, social, extra-curricular, etc.) and so each language program across the state has a distinct philosophy, community values, and attitudes that reflect these differences. Regardless of the type of program that any district offers, a coordinated effort among all district and school levels is necessary to provide ELs with high-quality education that is both culturally and linguistically responsive.

The Next Generation ESL Project is built on this basic premise of collaboration.[21] To provide an effective and coherent program for ELs—through SEI, TWI, or TBE—content and language educators must have common planning time (CPT), regular opportunities to interact in PLCs, and dedicated professional time for shared planning of curriculum, instruction, and assessment for ELs. This type of co-planning and collaboration between content and language is not a luxury but a priority, a necessary expectation of any comprehensive program serving ELs. Educators working in isolation cannot meet all of the challenges involved with giving ELs the high-quality curricula they are entitled to and deserve (WIDA, 2016b, p. 8). This is because several educators are often responsible for the different instructional components of a program that addresses ELs' linguistic and academic needs, yet they are collectively responsible for the success and outcomes of the whole, comprehensive instructional program. In order for different teachers-of-record (content or language) to effectively, intentionally, and coherently plan instruction for ELs, collaboration and co-planning time must be dedicated, systematic, and supported in schools.

This fact was a crucial part of MCU development for the Next Generation ESL Project. Our curricular design process begins with a collaborative conversation and sharing of expertise, guided by our Collaboration Tool. Unit writers were largely district-based educator teams, and always included a mixture of language and content expertise. Each educator brought expertise and knowledge from her/his own subject matter and field, as well as firsthand knowledge of EL performance in his/her classroom. This joint expertise (language and content) and ongoing sharing of data was a significant factor in the successful development of ESL MCUs and is a primary part of the infrastructure supporting responsive, effective instructional design for EL achievement and success.

Continuous Improvement through Innovation and Implementation Science

According to the National Implementation Research Network (NIRN), an "implementation" is a specified set of activities designed to put into practice an activity or program of known dimensions. How we implement an innovation in education has great effect on whether changes will yield positive results. Effective adoption of new initiatives requires effort on the part of the educators who must be willing to adopt, implement, and scale up evidence-based practices seen as providing students with the best chances of success (Detric, 2013).

ESL MCUs developed through the Next Generation ESL Project are an education innovation. Beginning in the spring of 2014, the project's Planning Committee and writing teams created draft model units and accompanying development tools. A year later in 2015, several units were piloted across the state. As educators implemented units, they gathered evidence and provided feedback to inform several layers of the curricular revision process.

The iterative MCU design process is a good illustration of how fluid curricula are. Because educators design instruction to help students reach specific goals, and meet specific student needs, a curriculum

[21] WIDA Essential Actions 14 and 15 (Gottlieb, 2013, pp. 58–66).

must be a flexible, living document able to adapt to changes. As the world keeps changing, educators must regularly ask themselves: "Is what we do still considered a best practice?" As our students keep changing, educators must keep asking: "What needs do the students in front of me have? How do I help my students go from where they are to where the standards, and college and career expectations, require?"

This project supports educators as explorers, researchers, and intellectuals, and hence the choice for field-based development of the work as opposed to the hiring of an external publishing company. The *process* of knowledge-making with our students in our classrooms, from the perspective of curricular design, does not necessarily need to reside outside of ourselves. In public education, and in *specific and local* contexts, no one is better positioned to know student strengths and areas of potential growth than the teacher in front of them, and we (as teachers) need to be comfortable with choice-making in curricular design processes. In figuring out the best that we can do for our students, we are ourselves engaged in productive struggles to solve problems of practice, and to continue developing our own knowledge about the most effective ways to educate our students.

As the ESL MCUs are released to the public, the Planning Committee, ESE staff, and educators who have collaborated on this project want to continue questioning, testing, and updating the existing curriculum. The ESL MCU processes and models exist within particular sociocultural contexts and classroom realities of inherent continuous change, adjustment, and improvement as curricula are enacted through instruction and assessment. ESL MCUs emerged directly from Massachusetts classrooms: they reflect particular educators, classrooms, groups of students, and priorities in planning. The models reflect common philosophies, foundations, processes, and approaches to curriculum development that integrate reflection and improvement, but they are not comprehensive examples of all possibilities for effective instruction.

Therefore, the model units themselves should not be viewed as static, "perfectly" finished products, but as representative of the learning continuum that educators engage in as they support learning for all students. When implementing the ESL model units, educators will need to make modifications to address their students' needs. They should always attend to their students' age, educational background, socio-emotional needs, learning disabilities, and other factors that influence learning.

The units can also inform and guide educators in their own development, as they grapple with classroom realities and curriculum design challenges. One way educators implementing ESL MCUs can enhance existing units along with their teaching practice is to engage in cycles of continuous improvement within PLCs. District and school-based PLCs can also use resources provided by NIRN to support revision of current units and creation of new ESL units modeled after the Next Generation MCUs. NIRN provides access to free, self-paced online modules and lessons designed to promote knowledge and expertise in implementing and scaling up education innovations, such as the ESL MCUs, through continuous improvement cycles.

For example, one way to examine whether MCUs (or additional ESL units modeled after them) are being implemented effectively is to teach a unit, gather evidence of implementation, use that evidence to

revise the unit, and teach it again to see whether the adaptations addressed issues identified during the first implementation. This process is described in NIRN's Module 5: Improvement Cycles.

The Planning Committee encourages educators to use the model units, and to regularly examine how they can improve current units, expanding and scaling the reach of the curriculum project. Next Generation ESL Project developers firmly believe that by engaging in continuous improvement cycles when implementing the ESL MCUs, educators will be able to use their evolving knowledge and expertise to modify the curriculum in response to specific student needs. With a shared commitment to professional learning and growth in the process, and collaboration, leadership, and agency from EL educators, these models and processes will continue to improve as implemented across Massachusetts classrooms representing a range of student and local needs.

The 12 Next Generation ESL MCUs are:

Grade Band	**ELP** *Designed with this ELP in mind, but can be adapted to other proficiency levels*	**WIDA Standard**	**Unit Title**
K	ELP 1/2	SIL	How Do I Feel?
K	ELP 2/3	LoMa	Language of Addition and Subtraction
1–2	ELP1/2	LoSS	Justice, Courage, and Fairness
1–2	ELP 2/3	LoSc	Animals and Where They Live
3–5	ELP 1/2	LoSc	Weathering and Erosion
3–5	ELP 1/2	LoSS	Historical Perspective
3–5	ELP 2/3	LoLA	Newspaper Interviewing and Reporting
6–8	ELP 1/2	LoSS	Access to Clean Water
6–8	ELP 1/2	LoLa	Personal Narrative
6–8	ELP 2/3	LoMa	Using Data to Advocate for Change
9–12	ELP 1/2	SIL	Exploring Topics in African American Civil Rights
9–12	ELP 2/3	LoLA	Exploring Topics in Women's Rights

For more guidance on implementing, customizing, and improving a new MCU for your particular context and students, watch ESE's "Building Aligned Curriculum—MCU Implementation" video.

2 Defining ESL Instruction

2.1 English Language Development in Massachusetts

English language development takes place in all classrooms with ELs.

ESE uses the term *English language development* (ELD) to describe all of the language development that takes place throughout the student's day, in both sheltered content classrooms and ESL classrooms.

ELD in content: English language development happens in an integrated way in all content classrooms with at least one EL as SEI-endorsed, content-licensed educators shelter instruction and help ELs develop discipline-specific academic language. ELD happens in SEI classrooms as ELs learn grade-level content along with their proficient English-speaking peers.

ELD in ESL: English language development also happens in ESL classes, when ELs are grouped together and licensed ESL teachers guide students in a systematic, dedicated, and sustained study time to develop various aspects of the English language that proficient English speakers already know.

2.2 Definition of the Focus of ESL Instruction in Massachusetts

The goal of English as a second language (ESL) instruction in Massachusetts public schools is to advance English Learners' (ELs) language development and promote their academic achievement. English language proficiency includes *social and academic* language in listening, speaking, reading, and writing (WIDA, 2012a). ESL instruction provides systematic, explicit, and sustained language instruction, and prepares students for general education by focusing on academic language[22] while also attending to social instructional language. Effective ESL instruction supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement. It also supports long-term goals such as college and career readiness. ESL instruction, with its own dedicated time and curriculum, is a required component of any program serving ELs in Massachusetts (Sheltered English Instruction, Two-Way Immersion, Transitional Bilingual Education).

The ESL curriculum is aligned to WIDA's English Language Development Standards and to the Massachusetts Curriculum Frameworks.

ESL is its own subject matter. The subject matter knowledge required of licensed ESL educators is outlined in 603 CMR 7.00.

ESL instruction is based on the research, theory, and pedagogy of second language acquisition within the context of the Massachusetts Curriculum Frameworks. ESL is language driven, but draws from general

[22] Although research on academic language for ELs in K–12 settings is incomplete, we are defining "academic language" as the language one needs to succeed in general education classrooms. For more information about how to conceptualize academic language, see Anstrom et al. (2010).

education content as the vehicle for language development within a sociocultural context. Language functions and forms targeted during ESL instruction are taught within rich, contextualized, and meaningful circumstances (WestEd, 2015).

Although ESL educators must be knowledgeable about the academic language across disciplines, they are not expected to be multidisciplinarians (Valdés, Kibler, & Walqui, 2014b). They cannot be expected to be experts in all content area standards and the full range of corresponding content-specific academic language practices, just as SEI educators are not expected to teach the full range of English language development subject matter. Therefore, the ESL educator should focus on the academic language, common academic habits of thinking (i.e., use evidence to support claims, question evidence, etc.) and analytical practices, and standards that support students across all content areas.

The language development of EL students is the responsibility of both ESL and other academic teachers. ESL teachers, in collaboration with other content teachers, should continue to develop awareness of the language ELs need to be able to process and produce English in order to reach high levels of performance in all academic classes. Likewise, all academic teachers need to develop awareness and strategies to support the disciplinary language needs of EL students.

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

Considerations must be made for **special populations** (e.g., newcomers, students with limited or interrupted formal education, students with disabilities, long-term ELs, gifted and talented ELs, etc.).[23] **Note for newcomers**: "for students at the earliest levels of English language proficiency, curricula must clearly be different. They should…move students as quickly as possible forward and toward the analytical tasks that are inside of our standards and outlined in the frameworks…" (Valdés, Kibler, & Walqui, 2014a, p. 16). Furthermore, for students who are just beginning to learn a language, everyday language becomes the basis for academic language. However, while attending to everyday language, educators must simultaneously guide students toward the skills, knowledge, and analytical practices embedded in the Frameworks. Regardless of students' proficiency levels or educational needs, language forms and functions should still be taught in a contextualized, rich, and meaningful manner.

ESL instruction incorporates multiple forms of assessment to gather evidence of students' progress toward standards that focus on speaking, listening, reading, and writing. Any other content (science, math, social studies, etc.) that becomes part of a language assessment is incidental—a context for language instruction and development. ESL assessments are not meant to assess students' content area-specific knowledge or skills. For example, an educator who holds an ESL license can design assessments

[23] Click here for more guidance about students with interrupted or limited formal education (SLIFE). OELAAA guidance for ELs with disabilities is coming soon.

that measure the academic *language* of the content areas, but should not assess the *content* of science, math, English language arts, or other areas that require additional, related teaching licenses.

2.3 Scenarios Showcasing ESL Instruction

In order to be successful 21st century citizens, ELs must become proficient in English and learn content simultaneously. According to the new *Definition of the Focus of ESL Instruction* (included in this guide as Section 2.2), the goal of ESL instruction is to help students meet this dual challenge by providing systematic, explicit, and sustained language instruction to develop the high level of English language proficiency needed for academic achievement. Effective ESL instruction works in conjunction with SCI in SEI programs, and alongside content area instruction in students' first language in bilingual programs (e.g., TWI, TBE). ESL instruction focuses on academic language and developing students' ability to listen, speak, read, and write in English across a variety of social and academic contexts (Gottlieb, 2013; Pottinger, 1970) to promote language development and support ELs' content area learning in grade-level academic classrooms. It also supports students' success in school, including improvement of ACCESS scores and acceleration of academic achievement, as well as long-term goals such as college and career readiness.[24]

The following sections discuss some important considerations related to effectively implementing this type of ESL instruction, including ESL curricula, student grouping, instructional arrangements, and essential supporting structures. They also provide examples of effective ESL instruction in a variety of instructional settings and address common misconceptions about ESL.

2.3.1 Curriculum Considerations

As used in this guidance, the term *curriculum* includes key instructional processes such as determining learners' needs in relationship to standards, establishing learning outcomes to address students' needs, designing and implementing learning experiences to help students achieve these outcomes, and evaluating learning experiences and student learning resulting from these processes (Richards, 2001). As its own subject matter, ESL instruction should follow a dedicated, language-focused curriculum that is aligned to the WIDA English Language Development Standards and the Massachusetts Curriculum Frameworks, and is based on the research, theory, and pedagogy of second language acquisition[25] within the context of the Frameworks. Although ESL instruction is focused on language, academic content and disciplinary practices are used as a vehicle for language development within a sociocultural context.[26] This means that the ESL curriculum integrates language development standards with content area standards.[27] It also means that English discourse features, language functions, forms, and vocabulary are taught within contextualized and meaningful circumstances that integrate grade-level

[24] U.S. Const. amend. XIV; Equal Educational Opportunities Act, 20 U.S.C. § 1701 et seq.
[25] Castañeda v. Pickard, 648 F. 2d 989 (5th Cir. 1981).
[26] WIDA Essential Action 7 (Gottlieb, 2013, pp. 34–36).
[27] WIDA Essential Action 6 (Gottlieb, 2013, pp. 31–33).

academic standards.[28] Most importantly, in order to effectively support students' academic achievement, the ESL curriculum should be developed and implemented through skilled collaboration between ESL and other academic teachers. Such partnerships between language and content teachers are extremely important for planning, assessing, and coordinating effective curriculum for ELs.[29]

Because of differences in local student population and language program approaches and models, the ESL curriculum may vary from district to district. For example, the ESL curriculum used alongside TWI or within TBE may differ from the one used in SEI programs. What matters most is that it be designed to meet the needs of ELs, and that districts ensure that staffing and other resources are effectively allocated to support its implementation. In the Massachusetts context, this means developing a dedicated curriculum for ESL as its own subject: a curriculum focused on language, connected and aligned to both language and grade-level content area standards, and clearly documented as such. Therefore, regardless of the particular language program model, teachers and administrators must be able to articulate how their districts' ESL curricula meet essential criteria defined by the state of Massachusetts and provide evidence showcasing how ESL lessons and assessments are derived from it.

ESL Student Groupings

ELs should receive language instruction and support consistent with their language needs.[30] This allows for flexible grouping arrangements for ESL instruction, within several key parameters:

- ELs should be grouped by language proficiency levels during ESL instruction to ensure that teachers offer instructional supports that maximize language development. This type of grouping allows for different amounts of ESL instruction based on students' needs. For example, *Foundational* students (those at WIDA ELP levels 1–3) should receive proportionally more ESL instruction than those at higher performance levels (U.S. Department of Education and U.S. Department of Justice, 2015).[31]
- Regardless of their language proficiency levels, ELs must be grouped in ways that provide them access to intellectually challenging, age- and grade-appropriate curricula.[32] For example, at a school with level 1 ELs in kindergarten, first, and fourth grade, kindergarteners and first graders may be grouped together for ESL instruction. However, fourth graders should be grouped separately because of intellectual and developmental differences between them and younger students.
- ELs may be grouped by age or grade level if it is possible to do so and still keep students of similar language proficiency levels together (e.g., level 1–2 fifth graders in one group, and level 4–5 fifth graders in another group).

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[28] WIDA Essential Action 4 (Gottlieb, 2013, pp. 25–27).
[29] WIDA Essential Action 14 and 15 (Gottlieb, 2013, pp. 58–66).
[30] WIDA Essential Action 3 (Gottlieb, 2013, pp. 20–24).
[31] For more information about ESL instruction guidelines in Massachusetts, see ESE's *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners*.
[32] WIDA Essential Action 8 (Gottlieb, 2013, pp. 37–39).

ESL instruction grouping arrangements are not meant to segregate ELs. Instead, careful grouping of students allows ESL teachers to apply their deep expertise in second language development within academic contexts to target instruction to ELs' diverse needs. Outside of ESL instruction, ELs should be given opportunities to interact with proficient English-speaking peers as much as possible to ensure that they have authentic opportunities to negotiate meaning and acquire a second language. ELs also benefit from opportunities to develop and use their native language to support both language and content area learning.

Ultimately, grouping decisions for ESL instruction must be made based on the instructional goals and programmatic needs of the students, not on schedules or logistical convenience. Successful programs for ELs engage in systematic team decision-making processes each year, and incorporate classroom and assessment data analysis as well as the expertise of ESL teachers and EL program administrators. They also ensure that all educators serving ELs across the program regularly communicate, plan, and coordinate services.

ESL Instructional Arrangements

ESL instruction may be delivered through a variety of settings (e.g., push-in, pull-out, self-contained) and programs, as long as the primary instructional focus remains on developing ELs' English language, and how to use its features and forms effectively in a variety of academic and social contexts. Content area standards and disciplinary ways of using language must be integrated into ESL instruction to ensure that ELs can successfully transfer their language knowledge and skills to content area learning.[33] Still, ESL instruction focuses on language study, not direct instruction of content. In Massachusetts, instruction focused on mastering content area knowledge and skills is the responsibility of content area teachers certified in the appropriate discipline, provided during SCI, TWI, or TBE programs (ESE, 2015c).

Notwithstanding the specific instructional setting or student grouping, administrators must carefully consider how to structure ESL to ensure that ELs are receiving quality language instruction without restricting meaningful access to rigorous grade-level academic curricula.[34] As much as possible, ELs should not be removed from core content instruction (such as math or social studies) to receive ESL instruction. Generally speaking, ELs should not be denied access to grade-level curricula as they develop English language proficiency, so programs serving ELs (e.g., SEI, TWI, TBE) must provide both content area and ESL instruction. ELs need instructional time devoted to developing a solid foundation in the English language as well as opportunities to learn language throughout the day in appropriately supported math, science, social studies, and language arts classes in order to succeed academically (Saunders, Goldenberg, & Marceletti, 2013). This necessary focus on language is generally not possible during content area instruction, so a dedicated time focused on language instruction can support both language development and content learning for ELs (Coleman & Goldenberg, 2012; Dutro & Moran, 2003).

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[33] WIDA Essential Actions 4 and 11 (Gottlieb, 2013, pp. 25–27, 46–48).
[34] Equal Educational Opportunities Act, 20 U.S.C. § 1701 et seq.; Lau v. Nichols, 414 U.S. 563 (1974).

Because of the specific needs of some ELs, such as students with limited or interrupted formal education (SLIFE), on occasion "districts may use a curriculum that temporarily emphasizes English language acquisition over other subjects" (U.S. Department of Education & U.S. Department of Justice, 2015, p. 19). In such cases, where ELs miss core curriculum classes or opportunities to participate in the full range of curricular and extracurricular activities because of ESL instruction, "districts must provide compensatory and supplemental services to remedy academic deficits that the student may have developed while focusing on English language acquisition…within a reasonable length of time" (U.S. Department of Education & U.S. Department of Justice, 2015, p. 19). In other words, any temporary delay in delivery of grade-level content is the *exception*, part of an alternate programming for ELs that emphasizes language instruction but also addresses resulting gaps in core content instruction in a way that ensures students can meaningfully participate in grade-level core content instruction as soon as possible.

Different ESL instructional arrangements for ELs at the elementary and secondary levels are presented below in sample scenarios of ESL instruction. Districts have flexibility in how they structure local language program components, such as ESL, within state and federal guidance. Therefore, these scenarios are not meant to provide comprehensive examples of what ESL instruction will look like in every school or district, detailed descriptions of how teachers implement full ESL lessons or units within a given context, or a list of all significant factors to consider when structuring ESL. Their main purpose is to highlight important components of effective ESL instruction as defined in this guidance, and snapshots of what they may look like as applied in sample instructional arrangements.

Newcomer Programs

Newcomer programs are temporary, transitional programs for recently arrived immigrant ELs at the earliest levels of English language proficiency, often referred to as newcomers (Friedlander, 1991). They are designed to meet the unique needs of this population; among their goals are helping students develop basic English language skills, providing instruction in core content areas in preparation for participation in general education classrooms, developing multicultural understanding and intercultural communication, and guiding students through the acculturation process in American schools (Friedlander, 1991; Short & Boyson, 2012).

Because newcomers are just beginning to learn the English language, they clearly need different curricula. However, ESL curricula for newcomers must remain "based upon and move students as quickly as possible toward the analytical tasks implicit in content area standards" and be "implemented in a manner that provides the necessary content to address linguistic needs and facilitate their participation in inclusive, standards-based classrooms as soon as possible" (Valdés, Kibler, & Walqui, 2014a, p. 16). Therefore, newcomer programs should provide both ESL instruction that is based on a dedicated, language-focused curriculum and grade-level content area instruction based on the Massachusetts Curriculum Frameworks delivered through SCI in SEI programs, or first language instruction in TWI or TBE programs. Newcomers should have access to both ESL instruction and content area instruction, as well as opportunities to participate in the full range of curricular and extracurricular activities available to all other students. This may be difficult to coordinate in these types of programs,

where a temporary intense focus on language may be needed to help students acclimate to schooling in the United States. Nevertheless, as federal guidance dictates, "if districts choose to temporarily emphasize English language acquisition, they retain the obligation to…provide assistance necessary to remedy content area deficits that were incurred during the time when the EL student was more focused on learning English" (U.S. Department of Education & U.S. Department of Justice, 2015, p. 19).

Districts operating newcomer programs should be careful to avoid unnecessary segregation of students. For example, ELs should be integrated with proficient speakers of English during nonacademic subjects, lunch, and recess, and be encouraged to participate in integrated extracurricular activities (U.S. Department of Education & U.S. Department of Justice, 2015, p. 23). ELs should also be given opportunities to transition out of newcomer programs regularly throughout the school year based on their language development and academic progress.

The scenario below illustrates a sample newcomer program at the secondary level.

Scenario 1: High School Newcomer Program
(Curriculum Framework and Evaluation Criteria Committee, 2015, chapter 7, snapshot 7.5)

Harrison High School's Newcomer Program for recently arrived immigrant adolescents provides a robust academic curriculum for *Foundational* ELs (WIDA levels 1–2). The program includes a year-long intensive program during students' first year in the United States, but students can exit between grading quarters or stay longer based on their particular needs. They are assessed in their primary language and in English when they arrive in order to determine how teachers will differentiate instruction;[35] class sizes are kept small, with a cap at 20 students. The intensive first-year program is taught by a team of teachers dually licensed in ESL and another core content area subject. These teachers also teach SCI courses at Harrison, and the newcomer ELs will eventually transition to courses taught by these teachers. This supports their transition and academic progress well beyond their time in the Newcomer Program. The students' daily schedule includes a double period of ESL, and one period each of math, science, social studies, ELA, and rotating specials (art, music, electives, etc.)—each a credit-bearing course. The program uses curricula aligned to both the WIDA Standards and the Massachusetts Curriculum Frameworks. The ESL class follows a dedicated ESL curriculum that builds on the academic language and standards of the other subjects. The content area curriculum follows the same learning goals as those established for mainstream English proficient students, but teachers scaffold and shelter their instruction in English and attend to their ELs' linguistic and sociocultural needs.[36] They also incorporate project-based learning into their lessons, and emphasize collaboration and meaningful communication throughout. When students are ready to transition out of the program, they continue receiving ESL instruction appropriate for their language proficiency level as well as sheltered content area instruction in mainstream classrooms. They transition into general education classrooms together, placed in sheltered content classes in clusters with English proficient peers and other ELs. Each student has a transition profile, and the school follows a systematic monitoring plan to ensure that they continue to progress. Beyond academics, the Newcomer Program teachers co-sponsor an extracurricular club that includes English-proficient students and other ELs. The school's network of support

[35] WIDA Essential Action 3 (Gottlieb, 2013, pp. 20–24).
[36] WIDA Essential Action 7 (Gottlieb, 2013, pp. 34–36.).

includes guidance counselors and a family liaison. Guidance counselors receive specialized training and serve as mentors who support students' adjustment to school life, class scheduling, and college and career planning. The school's family liaison supports both students and their families by serving as translators/interpreters (or bringing trained interpreters when needed), and by connecting parents to services in the community, such as refugee assistance centers, cultural community organizations, and health providers.

Pull-Out and Self-Contained ESL

In this guidance, "self-contained" refers to ESL instruction that is built within a school's regular or master schedule like any other class. In this case, the school applies principles of universal design to scheduling to serve the needs of all of its students. Self-contained ESL, then, is not taking the place of another class, but is simply part of a student's schedule. On the other hand, "pull-out" describes situations in which an ESL teacher removes students from another class to deliver ESL instruction. In pull-out ESL, ELs are pulled out from general classrooms at regularly scheduled times for ESL instruction. Then they return to their regular classrooms and follow a regular schedule for content instruction the rest of the school day.

Self-contained and pull-out ESL should be based on ESL curricula aligned to both the WIDA Standards and the Massachusetts Curriculum Frameworks.[37] ESL teachers still collaborate with content area teachers to integrate content area topics and disciplinary literacy into language instruction.[38] Such collaboration ensures that language learning occurs within meaningful circumstances and allows both content area and ESL teachers to share responsibility for ELs' language development by providing opportunities to monitor progress and plan instruction tailored to students' needs.[39]

Self-contained and pull-out ESL require careful attention when designing students' schedules to guarantee that ELs have access to grade-level core academic instruction delivered by a highly qualified teacher who is licensed in the appropriate content area and holds an SEI Endorsement. ESL instruction, as referenced in this guidance, integrates content standards as contexts of meaningful language learning, but is primarily focused on developing students' language and literacy skills. This is in contrast to SCI, whose main goal is to develop students' mastery of disciplinary knowledge and skills. ELs need both types of instruction in order to engage meaningfully with content area curriculum and succeed academically (Council of the Great City Schools, 2014). Removing ELs from content area classes for ESL instruction means they may miss essential learning opportunities in core academic areas, which are a key part of ensuring ELs' success in general education classrooms "within a reasonable length of time" (U.S. Department of Education & U.S. Department of Justice, 2015). As well as their access to the full range of grade-level curricula, it can interfere with their legal rights to equitable educational opportunities. Therefore, districts must judiciously consider scheduling of ESL and content instruction so that ELs have access to both.

The following example illustrates what self-contained ESL may look like at the elementary level.

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[37] WIDA Essential Action 6 (Gottlieb, 2013, pp. 31–33).
[38] WIDA Essential Action 11 (Gottlieb, 2013, pp. 46–48).
[39] WIDA Essential Actions 14 and 15 (Gottlieb, 2013, pp. 58–66).

Scenario 2: Pull-Out, Elementary School

Ms. Granger is an elementary ESL teacher who pulls out small groups of ELs every day. She groups her ELs by language proficiency across grade spans in order to tailor instruction to students' language levels.[40] For example, she clusters fourth- and fifth-grade *Transitional* students (WIDA levels 4–5 and some high level 3 students) into one group, and has a different group for her *Foundational* (WIDA levels 1–2, and some early level 3 students) third and fourth graders. Most importantly, Ms. Granger keeps her groups flexible, based on her students' needs. Her lessons are based on a dedicated, language-focused curriculum aligned to the WIDA Standards and the Massachusetts Curriculum Frameworks. This ESL curriculum was developed in collaboration with general education teachers and other district ESL teachers. For example, during one of the annual professional development days, Ms. Granger and content area teachers used district curriculum maps to identify content topics that could be used as contexts for language instruction. Then Ms. Granger selected a few of these topics as contexts for her ESL units. For instance, many of the students will be studying fractions in the second semester, so one of the ESL units uses the topic of fractions as a context for developing the key academic language use of EXPLAIN. Ms. Granger and the math teacher used the Collaboration Tool to choose and discuss specific aspects of the language of math for the dedicated ESL unit. In this unit, Ms. Granger helps students develop the English language needed to state claims and evaluate others' claims using the language of math and fractions (e.g., "I think these are equivalent fractions because…"; "I agree with…because…but not with…") to practice academic language (conjunctions, compound and complex sentences) in an authentic context. Collaboration continues throughout the school year during PLC sessions, when Ms. Granger meets with her students' homeroom teachers to discuss upcoming lessons and strategic ways of connecting the ESL and content area curriculum.[41] Although she cannot meet with each teacher every month, she meets with a teacher from a different grade level at least once per quarter. When they meet, Ms. Granger often helps general education teachers choose and implement a variety of supports to scaffold language learning, such as first language supports (e.g., cognates, resources in different languages, bilingual dictionaries)[42] and identifying embedded language functions (e.g., comparing, contrasting, describing) and related academic language embedded in common tasks. For example, last week she helped Mr. Smith, the fifth-grade teacher, use the Collaboration Tool to identify key phrases and sentence structures for comparing and contrasting (e.g., *similar to/different from,* complex sentences with *because*) and ways to make this language more explicit to support ELs during a science activity where students were asked to describe similarities and differences of forests before and after deforestation (WIDA, 2012c).

> *Ms. Granger's classroom is a good example of pull-out ESL at the elementary level. She focuses her instruction on teaching how the English language works, helping her students learn and practice academic language within meaningful contexts—as in the unit connecting to the language of math showcased in the scenario. She follows a dedicated language development curriculum, developed through collaboration between ESL and general education teachers, that integrates content topics with which she feels comfortable. Because she is primarily responsible for language development, Ms. Granger focuses on providing ample practice with specific language functions and features (explaining, stating, and evaluating a claim) rather than on content mastery (being able to create equivalent fractions). She also regularly*

[40] WIDA Essential Actions 2, 10, and 11 (Gottlieb, 2013, pp. 17–19, 43–45, 46–48).
[41] WIDA Essential Action 3 (Gottlieb, 2013, pp. 20–24).
[42] WIDA Essential Action 12 (Gottlieb, 2013, pp. 49–51).

collaborates with content area teachers to maximize student learning in both ESL and general education classrooms.

At the secondary level, self-contained ESL instruction is intentionally scheduled within the master schedule as a specific, credit-bearing course for ELs. These courses are taught by certified ESL teachers in their own classrooms, and are scheduled as part of an ELs' regular schedule. In order to be considered ESL as described in this guidance, these courses must follow a dedicated ESL curriculum, focused on students' academic, social, and instructional language needs, and connect to grade-level appropriate content area topics and standards.

Consider the following examples of self-contained ESL instruction at the secondary level.

Scenario 3: Self-Contained ESL, Middle School

Ms. Wagner is an itinerant ESL teacher. She teaches at two middle schools in her district. At the beginning of each school year she works with administrators and teachers at her schools to consider specific students she will teach and group them into their ESL classes strategically by grade and language proficiency level as much as possible.[43] This year, at one of her middle schools, she has three groups she meets with before lunch. During first period she meets with a group of sixth- and seventh-grade newcomer ELs (WIDA level 1), followed by another group of seventh- and eighth-grade ELs at the *Foundational* level (WIDA levels 2–low 3), and a third group of *Transitional* (WIDA levels 4–5) seventh- and eighth-grade students during third period. The rest of the school day her students participate in SCI from their own grade levels, learning content-area-specific academic language and disciplinary literacy practices. Ms. Wagner follows an ESL curriculum aligned to the WIDA Standards and the Frameworks. Its units draw their topics from content area standards and the district's middle school curriculum. When developing this curriculum, Ms. Wagner collaborated with content area teachers from the middle schools she serves, who teach ELs and are interested in learning more about how to better support these students during content area instruction. The ESL curriculum took years to develop, and varies from year to year based on her students' needs (e.g., language proficiency levels, grade levels, scheduling). For example, one of the units in the ESL curriculum she is following with her newcomers focuses on "EXPLAIN" and "DISCUSS," two Key Uses of Academic Language. This unit connects to the district's sixth-grade math curriculum, which includes an introduction to statistics and data analysis.[44] The ESL unit gives students opportunities to develop the language needed to describe and summarize data gathered through simple surveys about food preferences among family members, the language needed to construct questions to develop survey questions, the language needed to draft summary statements, and discipline-specific academic terms and features related to the language of math. By the end of the ESL unit, students have had multiple opportunities to read, listen to, speak, and write[45] everyday words (e.g., *meals, food,* and family vocabulary) and grammatical features (e.g., present tense verbs, basic sentence word order in English, yes/no questions with the verb *do* and *what*) needed to effectively communicate a summary of their findings.[46] Ms. Wagner also attends grade-level meetings once a month, alternating grade levels and middle schools. This gives her a

[43] WIDA Essential Action 15 (Gottlieb, 2013, pp. 64–66).
[44] WIDA Essential Actions 4 and 11 (Gottlieb, 2013, pp. 25–27, 46–48).
[45] WIDA Essential Action 13 (Gottlieb, 2013, pp. 52–57).
[46] WIDA Essential Action 10 (Gottlieb, 2013, pp. 43–45).

chance to connect with her students' teachers about their progress learning/using language, specific areas they struggle with, and opportunities to strategize how to improve connections between content area and ESL instruction.[47]

> *Ms. Wagner's scenario portrays ways in which self-contained ESL can provide focused, explicit language instruction while connecting to key topics from grade-level content standards. It also mentions how ELs continue learning language in SCI throughout the rest of the school day the school day, highlighting the dual responsibility for language development shared by both ESL and general education teachers. Finally, it also showcases the importance of maintaining flexibility when developing curricula, in order to address changes in student needs.*

Scenario 4: Self-Contained ESL, High School

Ms. Coello teaches self-contained ESL at Scott High School. Her students are scheduled by language proficiency levels. Throughout the years, Ms. Coello has co-developed an ESL curriculum focused on language development needs of ELs that is aligned to WIDA Standards and key high school content area standards from the Massachusetts Curriculum Frameworks. When teaching an ESL unit drawing from topics related to a specific content area, Ms. Coello meets with the content teachers to discuss content topics that can serve as contexts for ESL classes. For example, in preparation for an upcoming ESL unit connected to the language of social studies, she met with Mr. Campbell, the history teacher. They discussed and identified the driving language demands of one of Mr. Campbell's units on the civil rights movement, and Ms. Coello was able to use that information to design an ESL unit. While Mr. Campbell works on teaching specific content area knowledge and skills related to the topic, Ms. Coello will focus on related Key Uses of Academic Language that serve as the ESL unit's FLGs. Ms. Coello's conversations with content area teachers also give her insight into content standards, practices, and language demands in general education texts and tasks, which she can use to enhance her teaching and support her ELs' content learning. Content area colleagues have also collaborated with Ms. Coello to incorporate strategies and activities to promote disciplinary academic language development into their lessons.[48] Additionally, they have learned to integrate first language supports for ELs in content area instruction, mirroring the way Ms. Coello encourages her students to use their first language and cultural background to make sense of new learning, relate learning to previous experiences, and process complex ideas.[49] Ms. Coello and her colleagues' regular opportunities for collaboration are supported at the school level. Mr. Byrnes, the principal, has worked with ESL and general education teachers to provide scheduled planning time each quarter, during afterschool staff meetings, and annual professional development days.

> *Scenario 4 is a good example of a self-contained ESL classroom at the secondary level. Ms. Coello follows a language-focused curriculum that also meaningfully connects with core content. This ESL curriculum, although it provides systematic and explicit instruction about language, is flexible enough to provide room for collaboration and connection between ESL and content area instruction. Ms. Coello's primary role is to serve as the ESL teacher, but content area teachers often draw on her expertise to improve on their content sheltering and disciplinary language teaching techniques. This scenario also highlights the importance of*

[47] WIDA Essential Action 14 (Gottlieb, 2013, pp. 58–63).
[48] WIDA Essential Action 14 (Gottlieb, 2013, pp. 58–63).
[49] WIDA Essential Action 3 (Gottlieb, 2013, pp. 20–24).

administrator support for collaboration between ESL and general education teachers. Administrator support is an essential component for ensuring that key structures for collaboration such as regular opportunities for instructional conversations, common planning time and peer observations are established and maintained.

Push-In ESL

In push-in ESL, the ESL teacher comes into general education classrooms to provide language instruction. Push-in ESL is delivered to small groups of ELs within the general education classroom, or to the whole class (ELs and proficient English speakers) through collaborative teaching arrangements such as co-teaching, parallel teaching, team teaching, and/or station teaching (Friend & Cook, 2007). In light of the Massachusetts Curriculum Frameworks' emphasis on disciplinary literacy, co-teaching arrangements where additional time is spent on developing students' discipline-specific academic language and literacy skills can be beneficial for English-proficient students as well as ELs.

Because of its inherent collaborative nature (where ESL and general education teachers share instructional space), push-in ESL will necessarily reflect the specific context in which it is implemented. In practice, this means that no two push-in ESL settings will be identical. However, the following parameters should guide the design and implementation of these types of ESL settings within the framework of ESL instruction developed in this guidance:

- **Substantial level of teacher collaboration and training.** Push-in ESL requires extensive collaboration between ESL and general education teachers to ensure that classroom time is specifically devoted to systematic, explicit, and sustained language instruction.[50] Without this strong collaboration and common planning time to ensure this type of language instruction, push-in ESL can easily become SCI featuring the ESL teacher as an instructional assistant. Sustained professional collaboration requires teachers to develop, implement, and maintain formal structures and procedures to support collaborative practices. Beyond common planning and shared instructional time, ESL and general education teachers need opportunities to map, align, or develop curriculum and related materials, collaboratively assess student work, and jointly conduct parent teacher conferences (Honingsfeld & Dove, 2010). Moreover, several of these collaborative practices require teachers to apply a specific set of skills for which many general education and ESL teachers are not prepared (Arkoudis, 2006). Therefore, teachers should also be given opportunities to participate in joint professional development focused on developing their expertise in collaborative teaching practices for ELs.
- **Strong administrator support.** Collaborative ESL instruction arrangements require high levels of administrator support in order to succeed (Davison, 2006). Administrator support is not needed only for logistical issues, such as scheduling and student assignment: building- and district-level administrators play an essential role in cultivating an inclusive culture that welcomes teacher collaboration and establishes a professional culture where key components of effective teaching partnerships can flourish (Santana, Scully, & Dixon, 2012). For example, administrator support is

[50] WIDA Essential Action 9 (Gottlieb, 2013, pp. 40–42).

critical for ensuring that ESL and mainstream teachers share an equal professional status, securing funding for professional development and curriculum initiatives, and monitoring the implementation of collaborative efforts so ELs' needs are appropriately addressed.

- **Language-focused curriculum**. Push-in ESL settings allow for closer, more direct integration of content and language instruction than may be possible in self-contained or pull-out settings. An ESL teacher may tailor ESL instruction more closely to specific general education classroom curricula given more frequent co-planning opportunities and greater knowledge of specific upcoming activities and assessments. Regardless of the particular approach, the ESL curriculum should meet essential parameters established in this guidance: it should be a language-focused curriculum dedicated for ESL instruction that is aligned to the WIDA Standards; integrates grade-level appropriate topics and standards from the Massachusetts Curriculum Frameworks; and is based on the research, theory, and pedagogy of second language acquisition.
- **Careful consideration of EL population**. Some research on current ESL and general education teacher collaboration suggests that recently arrived immigrant students at early levels of English proficiency (newcomers) and SLIFE may require additional language-focused instruction and supports beyond what can be provided in push-in settings (Honingsfeld & Dove, 2010, pp. 47–48; Mabbot & Strohl, 1992). To better meet these students' needs, it is beneficial to structure push-in ESL in combination with additional self-contained ESL instruction, as well as other program-level supports such as flexible scheduling, extended day or after-school programming, age-appropriate literacy instruction, peer mentoring, and qualified staff attending to socio-emotional needs (Robertson & Lafond, n.d.; WIDA, 2015).

Push-in ESL may look different across schools and districts, but the essential components of ESL instruction must be present. The following scenarios exemplify potential push-in ESL arrangements incorporating elements of ESL instruction as defined in this guidance.

Scenario 5: Push-In ESL, Elementary School

Ms. Blanchette teaches ESL at Harrison Elementary, where she meets with small groups of ELs in their general education classrooms during literacy centers. Her lessons are based on language objectives from ESL units of study in the context of grade-level content area standards and related language demands.[51] Her curriculum is aligned to the WIDA Standards and draws from the Massachusetts Curriculum Frameworks. Although it is primarily focused on developing students' academic, social, and instructional language proficiency, it also incorporates high-leverage academic practices and Key Uses of Academic Language from the content frameworks such as "read, write, and speak grounded in evidence" (Cheuk, 2013; Michaels, 2013). This ESL curriculum was developed in collaboration with other general education teachers at Harrison and ESL teachers across the district. The curriculum development process helped Ms. Blanchette and general education teachers at Harrison clarify their roles and shared responsibility in promoting their ELs' language development. Teachers agreed Ms. Blanchette's instruction would emphasize high-leverage academic language discourse features, forms, and vocabulary related to ELA content

[51] WIDA Essential Actions 4 and 11 (Gottlieb, 2013, pp. 25–27, 46–48).

topics. On their part, general education teachers would promote language development by focusing on language functions and features related to specific content areas. For example, one of the groups Ms. Blanchette works with is a small group of level 2–3 ELs in second grade. One of the ELA/science units has students discuss facts about polar bears and their habitats, and write an explanation about how the Arctic habitat is changing and how these changes affect polar bears. Ms. Souza, the second-grade teacher, will teach content-specific vocabulary (*Arctic, habitat, shelter, adapt*, etc.) and the main components of an explanation (introduction, development of topic with facts, concluding statements) to all students, including adding additional supports and differentiation for ELs. Meanwhile, Ms. Blanchette will give ELs further opportunities to develop and practice academic language for the "EXPLAIN" key use within the context of the habitat's topic. She will provide mini-lessons on words/phrases students can use to describe Arctic animals and their habitats *(snowy, camouflage, thick coat),* sentence structures that can be useful for orally sharing facts gathered from reading text (e.g., "One fact I learned about polar bears and their habitat is…") and stating claims about information read (e.g., "Ice is important for polar bears because…"). Students develop and make choices with language to create meaning about the topic at the discourse dimension, while Ms. Blanchette also supports students' use of language to organize and add cohesion to a growing amount of structured language use. Because there are several ELs and native English speakers in this classroom who struggle with writing coherent paragraphs, Ms. Blanchette will also lead the whole class in an activity where they trace key nouns and referents (e.g., other nouns or pronouns used in place of nouns: *polar bear/it/animal*) in a familiar text used in the unit, and then use this technique to revise and improve written explanations. Ms. Blanchette also collaborates with other teachers during grade-level meetings, where she discusses student progress, upcoming lessons, and opportunities to connect the ESL and general education curriculum. Additionally, Ms. Blanchette capitalizes on the resources and experiences her ELs bring to school to support their language learning.[52] For example, she often makes connections between ELs' first language and the academic language they are learning, and purposefully chooses instructional resources that showcase her students' experiences and backgrounds.

> *Although Ms. Blanchette works with her ELs in general education classrooms, she still bases her instruction on a dedicated, language-focused curriculum. In this way she makes sure to address the range of linguistic needs ELs have when developing a new language, not just the language related to content area learning. She spends specific time with ELs on language development, during which content area topics and standards serve as a vehicle for learning English. Ms. Blanchette's scenario also highlights the important role of collaboration between ESL and general education teachers to develop curriculum and clarify roles and responsibilities in promoting ELs' language development.*

Scenario 6: Push-In ESL, Elementary School

Mr. Elmore is an ESL teacher at Central Elementary School. He pushes in during the ELA block while the classroom teacher, Ms. Cabrera, provides instruction to other groups of students. Mr. Elmore works with a small group of fifth-grade level 3–4 ELs, providing instruction to accelerate their instructional, social, and academic language development. The rest of the day, students continue developing their disciplinary literacy and academic language with Ms. Cabrera, who shelters content area instruction in English.[53] Mr. Elmore's instruction is based on a dedicated, language-

[52] WIDA Essential Action 3 (Gottlieb, 2013, pp. 20–24).
[53] WIDA Essential Action 15 (Gottlieb, 2013, pp. 64–66).

focused ESL curriculum that is aligned to the WIDA Standards and integrates content area standards from the fifth-grade Massachusetts Curriculum Frameworks. The ESL curriculum was developed by Mr. Elmore and the rest of the fifth-grade team. They met over the summer to coordinate major content and language goals for the year, and develop an ESL curriculum that supports these ways of using language in the content areas.[54] For example, during the first grading quarter all fifth graders at Central Elementary will read *Bud, not Buddy* in ELA, learn about Lewis and Clark's expedition in social studies, expand their knowledge of fractions in math, and discuss plants in science. The team decided to focus end of unit assessments for that quarter on the language functions of Explain and Argue. For example, in math, students will write a persuasive letter to the principal proposing a new school schedule in which periods are ¾ to 1¼ hour long (ESE, 2015a), while in social studies they will create museum exhibits explaining the role of key historical characters in the Lewis and Clark expedition (ESE, 2015e). Meanwhile, to promote their academic language development, Mr. Elmore will work with his ELs on the "EXPLAIN" and "ARGUE" Key Uses of Academic Language. Because Mr. Elmore pushes into the ELA block, he will draw from ELA topics and standards while connecting to students' background knowledge and building schema. He makes sure to develop his students' skills across key academic practices transferrable to other core content areas, such as "support analyses of a range of complex texts with evidence" and "build upon the ideas of others and articulate your own" in his lessons. Finally, he also provides opportunities for students to practice social and instructional language related to the types of tasks they will encounter in their other subjects (e.g., writing a persuasive letter, writing journal entries).[55] Finally, Mr. Elmore and the first-grade team also regularly meet during the school year to discuss student progress and fine-tune lessons.

> *Mr. Elmore's push-in setting highlights the importance of collaboration between general education and ESL teachers. Teachers at Central Elementary have regularly scheduled collaboration time as well as additional paid time in the summer to work on the curriculum. Mr. Elmore's instruction builds to and from his students' grade-level content area instruction, while his language expertise informs his colleagues' practice. He follows a dedicated ESL curriculum that is focused on language but also draws from the ELA and Literacy Curriculum Frameworks. Mr. Elmore focuses his instruction on cross-cutting key academic practices and uses of academic language selected during the summer curriculum development process. Developing their knowledge and skills in these practices and ways of using language will enable his students to develop their content area learning as well as their language skills. His ELs also learn academic language related to the content areas during their time with Ms. Cabrera, the general education teacher. This scenario also highlights the importance of considering ELs' proficiency levels when making decisions about ESL instruction settings. Whereas Mr. Elmore's push-in curriculum works well with his* Transitional *students (WIDA levels 3–5), it may not be the most appropriate setting for students at very early proficiency levels, who may need additional instruction on language beyond what can be provided in a push-in ESL setting.*

Successful push-in ESL instruction can be more difficult to implement at the secondary level, due to the large number of students assigned to different content area teachers, scheduling, and other logistical and instructional issues (Mabbot & Strohl, 1992). Push-in ESL may also be difficult to implement with

[54] WIDA Essential Action 14 (Gottlieb, 2013, pp. 58–63).
[55] WIDA Essential Action 10 (Gottlieb, 2013, pp. 43–45).

Foundational ELs (WIDA levels 1–2), who may require additional support to develop their language and learn content than what secondary teachers can provide in push-in settings. However, with administrator support, effective professional development, and opportunities for common planning and teaching time, ESL and content area teacher teams can creatively develop ways to collaborate to support ELs' learning.

2.3.2 Common Misconceptions about ESL Instruction

ESL instruction, as defined in this guidance, includes specific essential characteristics such as a dedicated instructional time, language-driven curricula building into and from content area standards (Curriculum Framework and Evaluation Criteria Committee, 2015), and instruction focused on opportunities for meaningful, authentic interaction. This way of conceptualizing ESL instruction may differ from the way in which ESL has been previously implemented in some Massachusetts districts. The following statements reflect a few common misconceptions about ESL instruction as presented in this document:

- **Misconception #1: ESL instruction is considered an intervention, or part of Tier 2 instruction**. In the Massachusetts Tiered System of Support, Tier 1 or Core Instruction represents culturally responsive, quality instruction that all students receive. For ELs, Tier 1 includes English language development instruction, like ESL, delivered by qualified teachers (WIDA, 2013). As the National Center on Response to Intervention notes, instruction within these settings would not be viewed as an intervention (Tiers 2 or 3), but rather part of ELs' core instruction (National Center on Response to Intervention, 2011).[56] On the other hand, since ESL instruction is not an intervention, ELs who need additional instructional support for content area learning should have access to appropriate interventions in addition to ESL instruction.
- **Misconception #2: ELs with special education needs who already receive special education services do not necessarily need to also participate in ESL instruction**. This idea often arises due to scheduling conflicts between special education services and ESL instruction. However, ELs with disabilities must be provided with ESL instruction as well as with the full range of academic opportunities and supports afforded non-ELs, including special education services (ESE, 2015b). Whereas special education services address issues related to learning disabilities and directly support content area learning, ESL instruction provides dedicated instructional time to adequately meet ELs' linguistic needs. ELs with special education needs require, and are legally entitled to, both sets of supports in order to succeed academically.
- **Misconception #3: ESL teachers can serve as resource teachers who support ELs in general education classrooms.** ESL teachers may deliver ESL instruction within the general education classroom in certain instructional settings (such as push-in ESL or co-teaching arrangements), but

[56] See also the RTI's Action Network's Considerations for English Language Learners: "ESL instruction, is best understood as another component of Tier 1 rather than being part of more temporary tiered interventions in RtI. Students who are ELLs require ongoing and sustained instruction in English language, ESL, as part of the core areas for as long as possible (Dixon, Zhao, & Shin, 2012)."

their primary role should be to provide instruction focused on promoting ELs' language development. ESL teachers bring expertise in second language development and how to meet language learners' diverse linguistic, cultural, and academic needs. They must be given the appropriate time, space, and curricular resources to successfully accomplish this task. ESL teachers are not to be used as paraprofessionals or additional support staff to scaffold content area learning in general education classrooms. Supporting and/or scaffolding content area learning is the primary role of content area teachers.

- **Misconception #4: Dually certified teachers can provide adequate support for ELs during content area instruction and do not need to set aside a dedicated time of the day for ESL instruction**. Although teachers with both content area and ESL credentials may be well qualified to meet ELs' academic and linguistic needs, they still need enough instructional time to focus on language instruction in order to accelerate their students' language development. Content area teachers are responsible for helping all their students develop the sophisticated academic language and literacy practices of their discipline, along with the key knowledge and skills outlined in their respective standards—scaffolding and differentiating instruction as needed. ELs need this attention to language throughout their content area instruction, but also require instructional time strategically focused on language learning in order to systematically develop critical English knowledge, skills, and abilities to succeed academically. This intense focus on language may not be possible during the allocated time for content area learning. Therefore, a specific, dedicated time for ESL instruction addressing more than discipline-specific academic language is important for meeting the needs of ELs. A dually certified teacher serving both ESL and content area teaching roles must plan for this dedicated ESL instructional time in the larger daily schedule.

The scenarios below illustrate these common misconceptions and how they can negatively impact ESL instruction as defined in this guidance.

Scenario 7: Misconceptions about ESL, Elementary School

Ms. Lapehn teaches at Newcombe Elementary. She pulls out ELs for about 30 minutes a day for language instruction. Most of her lessons are based on the district's ELA curriculum corresponding to her ELs' grade levels, which she modifies to make more comprehensible for her students. She also adds activities focused on instructional and social language, incorporating topics from math, science, and social studies when she has an opportunity. She tries to integrate content topics because she knows her ELs regularly miss these classes to meet with her. This is often a difficult task: her ELs are grouped by proficiency levels across two or three grade levels, and there are only a few common content area topics they can all study together. She occasionally collaborates with general education teachers, mostly when her students have a special project or field trip coming up.

Ms. Lapehn's scenario highlights several problematic issues with the way self-contained ESL can be mistakenly set up. First, although her instruction integrates content topics, it does not address content area standards in a way that would ensure that her students have access to the core content instruction they miss while they are pulled out for ESL. This interferes with their access to grade-level curricula and, ultimately, their academic achievement. Second, Ms. Lapehn has limited opportunities to regularly collaborate with general education teachers, which hinders her ability to build to and from disciplinary practices and ways of using

language. This lack of collaboration also affects general education teachers, who would benefit from Ms. Lapehn's language expertise when planning lessons, designing scaffolds and supports, and assessing ELs during content area instruction. Finally, Ms. Lapehn's ESL instruction is tailored to her students' language proficiency levels, but the allotted time is not sufficient to meaningfully address their language needs.

Scenario 8: Misconceptions about ESL, Elementary School

Mr. Brown is an elementary ESL teacher who pushes into general education classrooms. He helps ELs learn content and complete class assignments. He modifies classroom materials and adapts assessments as needed, and often provides additional small group instruction to clarify content taught. He also serves as a resource teacher for other students, working on remediation, interventions, and other issues that the homeroom teacher needs help addressing.

Scenario 8 showcases common misconceptions about push-in ESL. Mr. Brown augments content instruction by co-teaching, working with small groups, helping develop language objectives, and helping the general education teacher make instruction more comprehensible for ELs. Although these are great practices for supporting ELs in general education classrooms, Mr. Brown is not providing the type of language-driven instruction required for ESL instruction in Massachusetts. He functions more as a paraprofessional aide than as an ESL teacher, providing additional support to students rather than dedicated, systematic, and explicit language instruction.

Scenario 9: Misconceptions about ESL, Middle School

Mr. Morris is a middle school ESL teacher. He teaches level 1–2 seventh-grade ELs in a self-contained ESL classroom. Mr. Morris teaches one period each of math, science, social studies, reading, and ELA. He has a planning period when his students go to specials (music, gym, and art) with their English-proficient peers. He follows the district's general education seventh-grade curriculum for each subject as best as he can, and makes sure to align his units to the WIDA Standards. He also makes necessary adaptations to ensure that his instruction is comprehensible to ELs at these early proficiency levels. Mr. Morris' lessons focus primarily on content but also aim to develop his students' academic language. He includes language objectives that reflect the academic language needed to learn and demonstrate learning in the content areas. Although he is very busy planning for multiple subjects every day, he meets with content area peers to talk about fun activities or materials for his classes whenever he has a chance.

Mr. Morris' scenario highlights ways in which self-contained ESL can be set up as modified SCI rather than language-focused teaching. His lessons are focused primarily on content learning, with language development as a secondary goal, as evidenced by the fact that he follows a content area curriculum instead of one that is focused on language development. Mr. Morris incorporates academic language embedded in content standards into his teaching, but his instructional decisions are based primarily on content learning instead of his students' language needs. Because language is best learned in meaningful contexts, the fact that Mr. Morris draws from academic subjects, practices, and ways of thinking will benefit his students. However, in order to successfully navigate the demands of secondary school, ELs need more than an uneven mixture of ESL and sheltered content instruction. Mr. Morris' students need access to focused language instruction devoted to developing their social, instructional, and academic English in addition to comprehensible grade-level content area instruction taught by highly qualified teachers. Finally, this scenario is problematic because Mr. Morris does not hold

appropriate content area credentials, yet is responsible for providing all content instruction for the ELs he teaches.

2.3.3 Supporting Effective ESL Instruction

Effective ESL instruction, whether delivered in newcomer, push-in, or self-contained settings, requires significant support from district and school administrators. How can administrators support ESL teachers pushing into mainstream classrooms and those pulling out ELs? What structures must be in place for ESL teachers to succeed regardless of their instructional setting? Below are a few ideas to consider:

Structures to Support ESL	Additional Structures to Support Push-in ESL	Additional Structures to Support Pull-Out and Self-Contained ESL
• Inclusion of ESL teachers/leaders in district and school leadership teams • Involvement of ESL teachers/leaders in all major district and school initiatives • Common planning time for ESL and content area teachers • Ongoing professional development on sheltering content and promoting ELs' language development for all teachers who work with ELs • Ongoing professional development in collaborative and co-teaching strategies • A clear, well-communicated set of policies and procedures for EL instruction (such as defined content area and ESL teacher roles for each type of ESL instructional setting, student grouping, scheduling, assessment, etc.) • A language-focused curriculum aligned with the WIDA Standards and the Massachusetts Curriculum Frameworks, and related materials • Skillfully designed student schedules ensuring that each EL has access to grade-level curricula and focused language instruction • Strategies to engage EL parents at school and district events/initiatives • Staff support for both content area and ESL teachers (i.e., ESL coaches and paraprofessionals) • Appropriate resources, materials, and instructional space to support specific instructional arrangement (e.g., pull-out, push-in)	• Thoughtful arrangement of mainstream classroom space and lesson organization allowing small group instruction • Careful grouping of ELs by common characteristics (language proficiency levels, first language, etc.) • Formal processes and procedures to support collaboration, such as common planning time for all teachers in the general education classroom (content area, ESL, special education, etc.), protocols for shared assessment of student learning, etc. • Established collaboration protocols attending to key components of effective teacher partnerships (e.g., defined roles, clear tasks, equal status, shared curriculum development process, flexible lesson delivery)	• Adequate classroom space, materials, and resources for a separate ESL teaching environment • Opportunities for ESL teachers to collaborate with other school/district content and ESL teachers • Processes and procedures to support collaboration between general education teachers and ESL teachers in pull-out settings

These structures are essential to support the work of pull-out and push-in ESL teachers described above. Without a viable, dedicated ESL curriculum aligned to the WIDA Standards and the Massachusetts Curriculum Frameworks, common time to plan with content area teachers, expertise in collaborative teaching strategies, and careful grouping and scheduling teachers like Ms. Gooch or Ms. Coello would

not be able to deliver ESL instruction effectively. Some support structures, such as student grouping and scheduling, can be made available at the school-level, but others require district-level coordination. For example, implementing initiatives to develop a language-focused ESL curriculum, craft common policies and procedures for ESL services, and provide professional development about collaborative teaching will require district-level resources and leadership. Similarly, adequate resources such as materials and instructional space tailored to specific instructional arrangements (e.g., push-in, self-contained, etc.) are foundational to ensure ESL instruction is effective.

Setting Up ESL: Questions to Consider

To ensure that the ESL component of a program for ELs provides systematic, explicit, and sustained language instruction, careful thinking must be devoted to choosing how, when, and where ESL instruction will be provided. Several choices must be made when establishing successful ESL services, such as whether the ESL teacher will push into mainstream classes or pull out students and how to group students once that choice has been made (by grade level/s, by language proficiency level, by first language, etc.).

Consider the following questions when setting up ESL instruction:

1. How many ELs have been identified? What primary languages do they speak and what are their English proficiency levels? How are they distributed across grade levels and homerooms/mainstream classrooms?
2. Are EL services set up so that all ELs receive both language instruction and content instruction provided by teachers certified in the appropriate areas (ESL for language instruction, SEI and content area for content instruction)?
3. Does the schedule allow the ESL teacher to group students by language proficiency or will ELs need to be grouped by grade level?
4. Is the schedule set up so the ESL teacher can meet with students for enough time?
5. Is there time built into teachers' daily schedule so ESL and content area teachers can plan instruction and collaborate effectively?
6. Does the ESL teacher have a dedicated ESL curriculum to follow to ensure that time is focused on language development and not sheltering content?
7. Are there enough ESL/language specialists to provide services to all identified ELs for an adequate amount of time?
8. Are collaborative relationships between ESL and content area teachers defined ahead of time? Do ESL and general education teachers collaborate regularly on key instructional components for ELs, such as lesson planning, choice and modification of materials, assessment design and delivery, and program placement?
9. When thinking about push-in ESL:

- Are there specific ESL and content area teachers who are interested in developing a successful co-teaching relationship?
- Are mainstream classrooms set up to accommodate small group targeted language instruction by the ESL teacher?
- Have content area and ESL teachers received training in co-teaching and collaborative strategies?

10. When thinking about pull-out ESL:
    - Is there space available for a separate classroom for the ESL teacher?
    - Are these ELs integrated into as much core content instruction and specials as possible when they are not being pulled out for ESL?
11. Once a language program model or instructional arrangement has been chosen,
    - Are all key stakeholders (administrators, parents, students, teachers, and support staff) clear about the program's essential components?
    - Are program policies well-articulated and known by all stakeholders?
    - Are district/school staff clear on their specific roles in the program?
    - Is the program appropriately resourced (e.g., materials, space)?

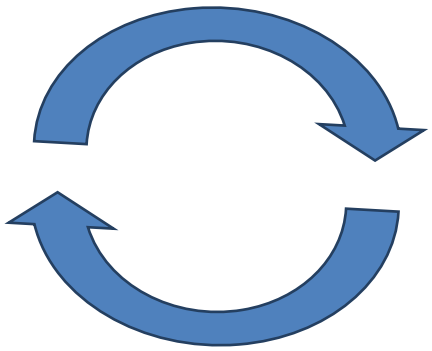
3 The Next Generation ESL Curriculum Development Process: Collaboration Tool as Foundation

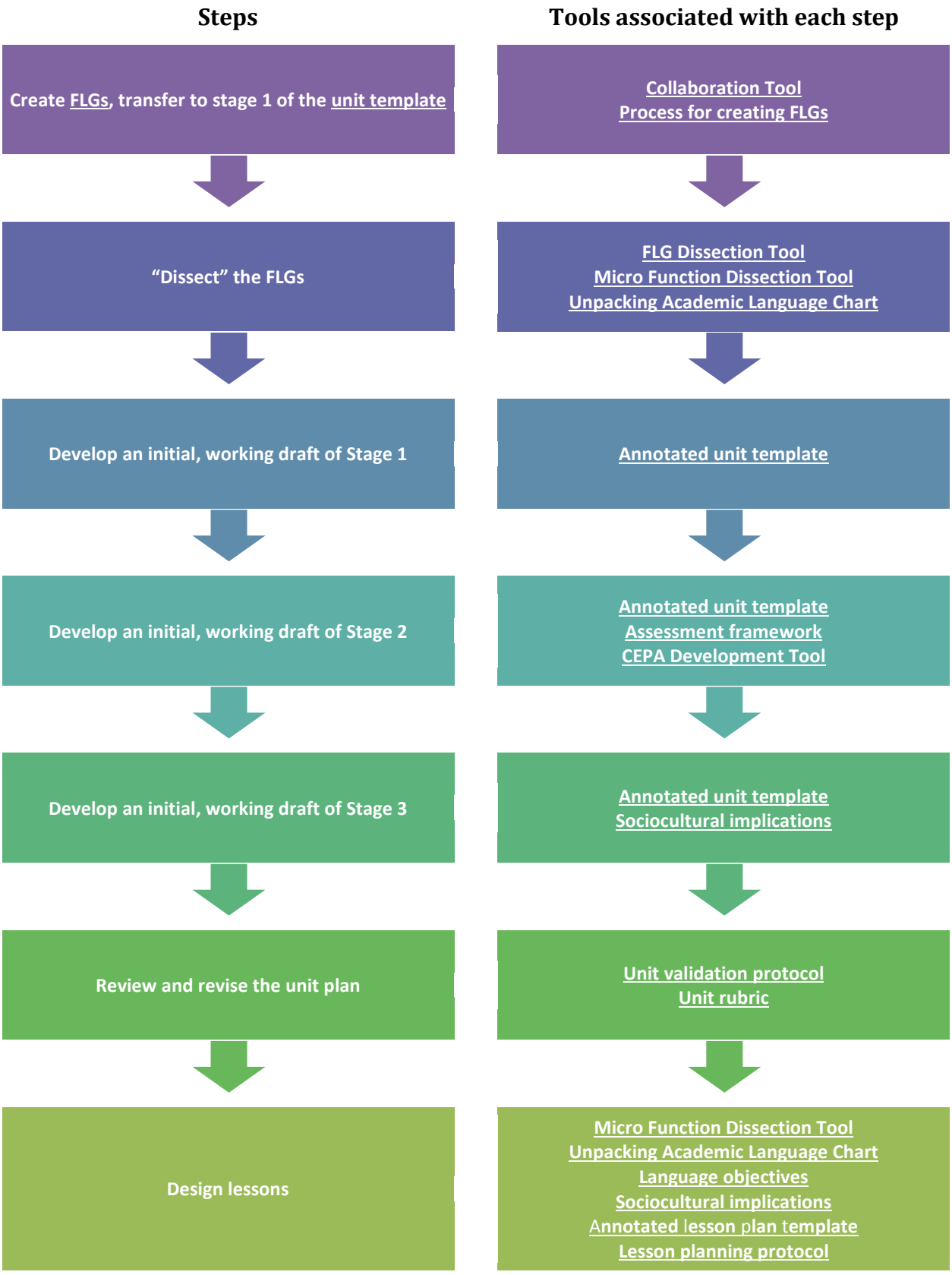
3.1 Resources for Curriculum Development

The Next Generation ESL Project's approach to curriculum development encourages the simultaneous development of language (systematic, explicit, and sustained) and analytical practices embedded in content area standards. Sections 3 through 5 of this guide (Collaboration Tool as foundation, ESL MCU development at the unit level, and ESL MCU development at the lesson level) include various resources to support the development of next generation ESL units using the UbD framework. Because of the iterative nature of curriculum development, educators are encouraged to carefully review these resources before unit design, refer to them during the drafting stage, and refer to them again after units are drafted for self-assessment and unit review.

The flow chart below shows a high-level view of the UbD-based next generation ESL curriculum development process. Each step in the chart has many layers of development underneath—explored later in this guide—to be considered and developed over time by educator teams.

This flow chart can help the reader see the curriculum design process in a linear manner, but we caution that curricular design is an *iterative process that often does not happen linearly*. Whatever your individual design process may be, make sure that you end up with tight alignment across all components of your instructional design.




Steps
Tools associated with each step
Create FLGs, transfer to stage 1 of the unit template
Collaboration Tool
Process for creating FLGs
"Dissect" the FLGs
FLG Dissection Tool
Micro Function Dissection Tool
Unpacking Academic Language Chart
Develop an initial, working draft of Stage 1
Annotated unit template
Develop an initial, working draft of Stage 2
Annotated unit template
Assessment framework
CEPA Development Tool
Develop an initial, working draft of Stage 3
Annotated unit template
Sociocultural implications
Review and revise the unit plan
Unit validation protocol
Unit rubric
Design lessons
Micro Function Dissection Tool
Unpacking Academic Language Chart
Language objectives
Sociocultural implications
Annotated lesson plan template
Lesson planning protocol

Overview of Tools, Processes, and Protocols

- **The Collaboration Tool.** A multi-layered, multi-use resource that embodies this project's curriculum design philosophy. One of its primary purposes is the development of unit-level FLGs, and thus it lays the foundation for the next generation ESL curriculum design framework.
- **The Next Generation ESL Project unit template.** A blank template used to develop ESL MCU Stages 1–3. It integrates key frameworks: the WIDA Standards, the Massachusetts Curriculum Frameworks, and the UbD framework.
- **The Next Generation ESL Project annotated unit template.** A template with step-by-step support to the writing of Stages 1–3. The annotated unit template describes each component within the unit template, with thinking prompts to facilitate the development of each component. It also includes tips for checking for alignment between all three stages and a unit self-check. The self-check can be used during unit development and after the development of Stages 1–3 to ensure that all components and criteria articulated in the unit template are present and fully developed. Using this method of self-assessment helps the team identify areas of the unit that may further development.
- **The Next Generation ESL Project assessment framework.** Provides an overview of assessment practice recommended for ESL MCUs. Offers general guidelines for pre-assessment, language checkpoint, and formative assessment, as well as a drafting resource and for creating end-of-unit assessment performance tasks (CEPA Guidelines and CEPA Development Tool).
- **The Next Generation ESL Project lesson plan template.** A blank template used to develop ESL lessons that supports contextual language development, meaning-making, and the use of standards-based analytical practices.
- **The Next Generation ESL Project annotated lesson plan template.** An annotated lesson plan template with step-by-step support. It describes each component within the template and offers thinking prompts to facilitate the development of each.

Additional tools at the unit level:

- **Process for creating FLGs**. This document presents the process that the ESL and content area educator(s) may move through when creating FLGs for an ESL curriculum unit.
- **FLG Dissection Tool.** Similar to unpacking content standards, this tool helps educators "dissect" the FLGs to identify verbs, nouns, and adjectives that further clarify what you would like your students to do, and leads educators to express what kinds of skills, knowledge, and observable pieces of evidence of student work they will be looking for in the unit.
- **Micro Function Dissection Tool.** In addition to forms and features of language, it is important to highlight cognitive tasks that must also be considered when thinking about the subcomponents of the micro functions. This tool helps educators "dissect" the micro functions to make their subcomponents more explicit, and to identify the relevant embedded academic language needs.
- **Unpacking Academic Language Chart.** This tool helps educators consider the three dimensions of academic language (as presented by the WIDA Standards framework) at both the unit and lesson

levels. It is meant to be revisited at various points of the unit and lesson design processes. As educators choose standards-based contexts, topics, themes, and texts for units and lessons, they should consider what contextualized language features in the word/phrase, sentence, and discourse dimensions students will be processing and producing throughout the unit. The Unpacking Academic Language Chart facilitates the dissection of FLGs. It can also help educators identify and make choices to prioritize specific areas of academic language and help to calibrate language expectations for students at different proficiency levels.

- **Sociocultural implications**. This resource includes points to consider when addressing the needs of specific groups of students for whom curriculum is being designed. This is an introductory resource; in practice, sociocultural aspects need to be continuously considered and addressed in terms of the real students who are in front of you.
- **Unit validation protocol**. The purpose of this protocol is to ensure that units of study validly support high-quality, efficient, and cohesive instruction and assessment.
- **Unit rubrics**. Review rubrics with indicators showcasing significant shifts in college and career readiness (CCR) standards. These can be used both at the beginning of the unit development process (to gain a sense of expectations for curriculum design) and after units are drafted (to evaluate whether expectations have been met).

Additional tools at the lesson level:

- **Language objectives**. Offers a rationale and some models for writing language objectives.
- **Lesson planning protocol.** This protocol is designed to help educators collaboratively develop standards-based and objective-driven lessons.
- **Text complexity analysis tool**. This adaptation of the Text Complexity Analysis Tool was designed to help educators analyze and select appropriate texts for their Next Generation ESL units and lessons
- **Looking at student work protocol**. This protocol can be used to examine student work samples throughout the ESL MCUs.
- **Preparation sheet for presenters at collaborative meetings**. This document helps educators get the most out of the limited time to collaborate. It offers checklists and meeting objectives to help everyone arrive prepared and to have a clear goal in mind. Adapt protocols as needed for specific meetings.

3.2 Collaboration Tool

The Collaboration Tool appears on the next two pages, followed by an explanation of its contents.

This unit will address the language of the following content areas/**WIDA Standards** (SIL, LoLA, LoMa, LoSc, LoSS):

Content connection: the **academic context** for language development for this ESL unit includes the following **grade-level** content unit, topic, theme, or cluster of standards:

Language

Key Uses of Academic Language *(macro functions)*

↓

RECOUNT

EXPLAIN

ARGUE

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

Micro Functions
Micro functions can be mixed or created according to need and context. Click on the links below for sample progressions.

↓

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

- Insert any micro function as necessary

Content: Key Academic Practices and Standards

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

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

↓

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

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

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

…take part in collaborative interactions
- Build on the ideas of others and articulate your own
- Request clarification
- Discuss key points
- Problem-solve/apply to other situations

Performance Definitions

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

ELP 5	ELP 4	ELP 3	ELP 2	ELP 1
• Multiple complex sentences, presented in a cohesive and coherent manner. • Multiple phrases and clauses with patterns characteristic of specific content areas. • Academic, content-specific, and technical vocabulary.	• Expanded related ideas in connected discourse with a variety of sentences. • A variety of complex grammatical constructions with patterns characteristics of specific content areas. • Content-specific and some technical academic vocabulary.	• A series of extended sentences and related ideas. • Repetitive and *some* complex grammatical structures with patterns characteristics of specific content areas. • Some content-specific and academic vocabulary, including cognates.	• Emerging presentation of ideas in phrases or short sentences. • Repetitive, formulaic grammatical structures across specific content areas. • General social, instructional, and content words and expressions, including cognates.	• Single words, phrases, or language chunks to represent ideas. • Phrase-level patterns and structures. • Everyday social, instructional, and content words and expressions

THINKING SPACE 1: Create Unit-Level Focus Language Goals in the Context of Grade-Appropriate Topics and Standards

Flexible formula—examples of how to create UbD unit Stage 1 goals (adapt to purpose).

Focus Language Goal must always include at least a language FUNCTION and a KEY ACADEMIC PRACTICE* or *content standard stem.

a. **Key Use (macro) + key academic practice**
b. **Key Use (macro) + micro function + key academic practice**
c. **Key Use (macro) + CCSS STEM**
d. **Key Use (macro) + micro function + key academic practice + content connection**

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')" (Shafer Willner, 2013b).

THINKING SPACE 2: Language as Action and Contingent Feedback

Consider: *If we plan language teaching with the end goal of CCR in mind, we must consciously develop the key academic practices and habits of thinking that support student success in general education and ESL classrooms.*

1. Established goals	What are the desired learnings/FLGs? (At the lesson level, consider this in terms of your lesson's language objectives.)
2. Gather evidence	In relation to instructional goals: what do I observe in my students' work? What can my students currently do?
3. Teacher moves	What do I do with student evidence? Based on observable student actions, how do I plan my next moves to most effectively support my students' development? What pieces come first, second, third, etc., as we focus on language development through Key Uses of Academic Language and key academic practices? How do I support my students and scaffold their learning? What types of contingent feedback might I give to students based on what I see in their performance? How will my teacher feedback help students take action to achieve established learning goals?
4. Student moves *For particular purposes, in specific contexts, together with other learners, and with certain outcomes.*	What types of moves do my students need to make to increase language proficiency and advance toward CCR? What language will I hear and/or read from students as they engage in different activities? How will students monitor and assess their own individual progress toward established goals?

3.2.1 Introduction to the Collaboration Tool

The Collaboration Tool is a multi-layered, multi-purpose tool, whose name reflects the inherent necessity and expectation for collaborative planning to support ELs' needs across language and content area classrooms. The tool brings together various multifaceted systems to support educators as they provide instruction that cultivates ELs' higher-order thinking skills while also developing their ability to process and produce increasingly complex language. The Collaboration Tool was created in response to the need for a more practical, teacher-friendly way to operationalize the WIDA Standards for instructional planning and delivery. It helps educators prioritize high-leverage language that is critical for student success across academic areas, and provides specific guidance for how to develop clear FLGs for Stage 1 of the UbD curriculum development process.

ELs at all proficiency levels have the same ability as native and proficient speakers of English to engage in cognitively complex tasks. The 12 ESL MCUs developed as part of this project attempt to demonstrate ways in which, even at beginning proficiency levels, language teaching can be designed to develop analytical practices and engage students in higher-order thinking. Feedback from unit piloting corroborated this belief. *Foundational* ELs (WIDA ELP levels 1 to low 3) in pilot classrooms across the state were able to strategically work toward the simultaneous development of key academic habits of thinking and cognitive skills expected at the students' particular grade levels when provided with appropriate support to access complex ideas, texts, and concepts expressed in English.

The eight components of the Collaboration Tool (described in detail in Section 3.2.3, "Components of the Collaboration Tool") are designed to generate collaborative discussion and planning between content and ESL teachers. They are:

1. Connection to the language of an academic area(s)/WIDA Standards
2. Grade-level content connection
3. Key Uses of Academic Language (macro functions)
4. Micro functions
5. Key academic practices
6. Performance Definitions
7. Thinking space 1: creating FLGs
8. Thinking space 2: language as action and contingent feedback

The interactions and relationships among the eight components prompt discussions that can inform rich, contextualized, language-driven curriculum planning as the Collaboration Tool strategically interweaves cross-cutting academic practices with linguistic prioritization strategies.

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

A primary function of the multi-layered, multi-use Collaboration Tool is to provide a mechanism for establishing and prioritizing FLGs to begin populating Stage 1 of the UbD process for unit design as presented in the ESL MCU unit template. As previously mentioned, ESL educators across the state highlighted that creating clear, language-focused unit goals based on WIDA Standards was a major challenge for curriculum development. The Collaboration Tool offers a useful approach to this challenge.

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

- Clarification of teacher roles and responsibilities for promoting academic language development and content instruction across classrooms.
- Identification of curricular priorities across content and language classrooms in the form of key academic practices expected by grade-level content area standards and related prioritized academic language required for ELs at different proficiency levels.
- Identification of driving language demands within content area standards, discipline-specific practices, lessons, and materials for which ELs require explicit teaching.
- Development of FLGs and priorities for ESL units of instruction, helping teachers focus on strategic teaching of high-leverage language functions grounded in the context of key academic practices across multiple content areas.
- Development of language objectives for content instruction and ESL lessons.
- Brainstorming unit plans, and answering questions such as: What are my goals? What aspect of language will I focus on? Within what key academic practice? At what grade level? What can my students currently do? How are my planning and delivery of instruction responsive to evidence gathered about students' needs?
- Consideration of language complexity for given uses of language, answering questions such as: What might developing language complexity for a particular key function look like at each ELP level? How does this change across content areas? Are there aspects common to more than one content area?
- Unpacking of academic language embedded in academic talk, texts, and tasks ELs are expected to engage with in both language and content classrooms.
- Consideration of WIDA Performance Definitions alongside unit and lesson planning, to calibrate and revise expectations as educators use sample micro function progressions.
- Identification and sharing of scaffolds and supports for language development and content learning.
- Evaluation of criteria for EL assessment and scoring approaches.
- Examination of assessment constructs for validity and access.
- Analysis of student data and progress.
- Vertical alignment of FLGs across grade spans and/or proficiency levels.

- Balancing of instructional focus (e.g., instructional time devoted to each Key Use of Academic Language: RECOUNT, EXPLAIN, ARGUE, DISCUSS).

In addition, the Collaboration Tool includes a field-based approach for making various components of academic language more explicit. The Tool includes hyperlinks to sample progressions of 14 language micro functions. These are evolving, non-exhaustive examples of how ELs use language in school, and can help educators unpack aspects of academic language in the context of the Frameworks[57] to create clear but flexible instructional paths. In this way, this resource can support development of general—or more discipline-specific—academic language goals and objectives, and can be used by both language and content area teachers when planning instruction for ELs.

A Note on Curricular Maps

Language standards in the WIDA framework represent long-term outcomes that can be particularly difficult to measure in the short term. Language acquisition is a non-linear, variable, developmental process that takes time. Furthermore, there is great variation among ELs in background, proficiency levels, and other factors that influence how we should structure instruction for language development.

Although we do not have an empirically validated language progression—and the ESL MCU Project acknowledges that there is no one correct order for a language curriculum—language teaching should not be random or arbitrary. Educational programs with a clear, well-thought-out sequence of instruction are often better poised for success. Best practices tell us that it makes sense to have a clearly laid-out curricular system to provide systematic, explicit, and sustained language instruction.

While a teacher or curriculum writer should plan for a long-term projected trajectory of language development, the role of formative assessment and contingent pedagogy (Heritage, Linquanti, & Walqui, 2013) is an equally central consideration in curriculum development. In other words, longer-term curriculum maps for a language development process that is non-linear, varied, and dependent on multiple factors must always balance intentional planning with the necessary and continuous real-time expert assessment and adjustment of instruction based on student needs. As Walqui (2006) notes, teachers designing long-term curricular goals must keep in mind that all levels of curricular scaffolds (lesson, unit, or longer-term map) must be "contingent, collaborative and interactive, involving a blend of the planned and the improvised, the predictable and the unpredictable, routine and innovation."

3.2.2 Development of the Collaboration Tool

The Collaboration Tool was developed as the Planning Committee looked for a way to create a high-leverage tool that would give educators a way to more concretely work with WIDA Standards to develop ESL units. It was developed in three stages:

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

1. **Research**. Planning Committee members began by researching academic standards, asking questions such as: *What are the language demands in our academic standards? What do recent "shifts" in academic standards mean for ELs? What do new text complexity expectations mean for ELs at various proficiency levels? How does language development relate to the development of academic concepts and analytical practices? What pieces of language have the highest leverage across and within each disciplines?*

   The Committee also researched language standards and instructional planning for language development, asking questions such as: *How are the other 37 states within the WIDA Consortium operationalizing the WIDA Standards? What case studies can we review? How do states outside the WIDA Consortium (CA, NY, ELPA21, etc.) break down their language standards? How do they explicitly and systematically plan language instruction around academic state standards? What are state and national experts and initiatives telling us about language standards? What insights can we glean from examining various sets of language development standards? How are the driving language demands of academic standards mapped to WIDA's identified "Key Uses of Academic Language"? How can we better understand the theoretical framework and theory of action behind WIDA and other language standards? What insights can our local educators share about language standards and their operationalization?*

   Additionally, committee members engaged in formal consultations and informal conversations with various state and national experts (see acknowledgements).

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

3. **Development of final documents,** based on the selected criteria:

   - Identification of ***key academic practices*****,** narrowed down from content area standards. These help the ESL teacher prioritize what language to teach.
   - Identification of ***Key Uses of Academic Language*****,** narrowed down from common ways students use academic language across content areas. These help ESL and content educators prioritize critical language that students engage with regularly across content areas.
   - Identification of ***micro functions*****,** following WIDA's advice to combine the macro and micro functions.[58] The micro functions expand upon and offer greater specificity to WIDA's Key Uses of Academic Language.
   - Development of ***sample linguistic progressions of the micro functions*** to help ESL and content educators envision how language complexity might develop in key micro functions for academic purposes. To develop these, educator teams reviewed literature and progression models. Drawing on WIDA's Performance Definitions, teams experimented with various models of

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

sample language progressions. Teams also used their own field expertise to develop the current version of the progressions, which are not a definitive tool but rather a support for teachers.

- ***Content connection,*** based on grade (or grade-band) level, to ensure that instruction is developmentally appropriate and planned with grade-level expectations in mind.
- ***Truncated Performance Definitions,*** a reminder to educators to calibrate expectations of language use for various ELP levels, with caveats regarding the variability and fluidity of language development.
- ***Thinking spaces,*** to highlight that the Collaboration Tool is meant to be used as a thinking tool in the development process, helping educators come up with FLGs and to beginning to pre-plan a unit using the UbD framework.
- ***Contingent, evidence-based pedagogy*****,** highlighting goal-driven, evidence-based, contingent teacher moves and student moves.

3.2.3 Components of the Collaboration Tool

The following sections describe each component of the Collaboration Tool, discuss how they have been used in the development of ESL MCUs, and suggest ways for educators to use them in the future.

Connection to the Language of an Academic Area(s)/WIDA Standard(s)

The top row includes a place to designate the WIDA Standard(s) a unit will focus on.

Grade-Level Content Connection

The second row from the top notes the connection that will serve as the standards-based, grade-level academic **context** for language development for a given ESL unit. The content connection will generally be a **grade-level** content unit, topic, theme, or cluster of standards. It should be chosen through collaborative conversations between language and content teachers. Note that the dedicated ESL unit will not be the same as an SEI unit or a watered-down content unit. The ESL unit focus on systematic, explicit, sustained language development, but it will use content topics and analytical practices as a context for that development. It is crucial for ESL and content area teachers to work together to coordinate language development based on grade-level content topics, themes, and/or analytical practices.

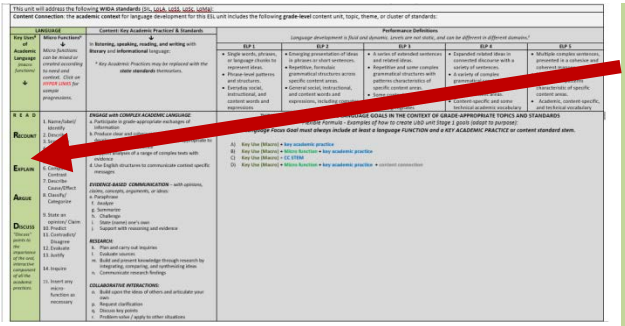
If the ESL teacher is planning a unit for ELs from multiple grade levels in the same class, the teacher can begin planning by considering the WIDA ACCESS grade-level clusters. In cases where ESL is delivered as part of a program designed for SLIFE, who by definition are below grade level, teachers should keep in mind additional background considerations for creating curricula, language goals, and contexts for learning for this special EL population.[59]

[59] For more on SLIFE students, see OELAAA's SLIFE guidance and WIDA's focus bulletin on SLIFE.

Each ESL MCU has been written with a particular WIDA grade-band in mind (K, 1–2, 3–5, 6–8, 9–12). As educators deepen their knowledge of grade-level expectations in mixed-grade classrooms, they become more adept at addressing the outcomes for students accordingly.

Key Uses of Academic Language (Macro Functions)

The four macro functions of language highlighted in the Collaboration Tool (RECOUNT, EXPLAIN, ARGUE, AND DISCUSS) are drawn from WIDA's[60] research about how students use language in school contexts.



Key Uses of Academic Language (macro functions)
RECOUNT
EXPLAIN
ARGUE
DISCUSS
"DISCUSS" points to the importance of the oral, interactive component of all the academic practices.

WIDA has worked to understand the language demands of content standards over the last 10 years, review current literature, and analyze linguistic expectations in CCR standards. While working with the Center for Applied Linguistics and other experts on this research, WIDA and its partners decided to focus on a smaller number of Key Uses of Academic Language that typify ways in which students are expected to use language recurrently in and across academic and social contexts. WIDA defines these Key Uses as overarching "big idea" academic purposes (Center for Applied Linguistics, n.d.). The Key Uses represent *meta* or *macro* functions,[61] often involving more than one single language function. They occur in every discipline, and are essential for language learners to participate meaningfully in the classroom and access the content of CCR standards (Castro, 2015).

As a result of this research, WIDA plans to embed the Key Uses in every part of its framework over the next few years (M. Gottlieb, information session at WIDA board meeting, June 2015). WIDA's recently released K–12 Can Do

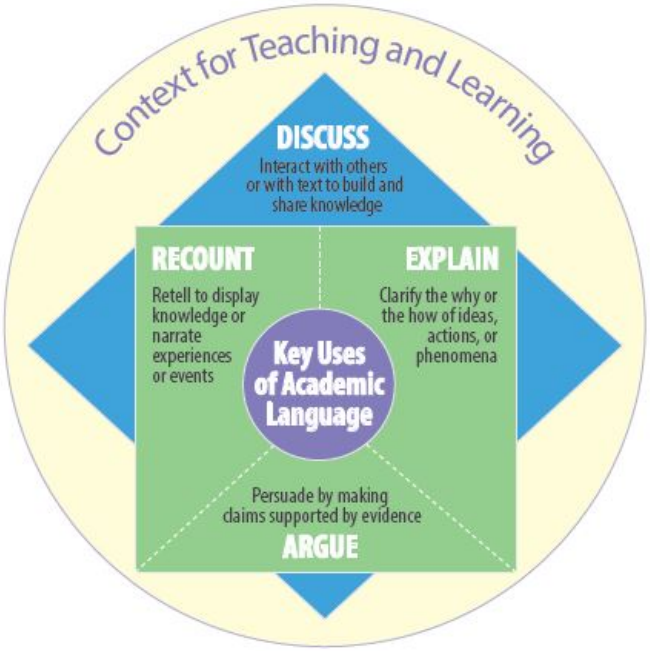


Figure 4: Key Uses of Academic Language

[60] WIDA is housed at the Wisconsin Center for the University of Wisconsin.
[61] "Language function" refers to how students purpose for using language.

Descriptors: Key Uses Edition and ACCESS assessment already incorporate the Key Uses. WIDA also plans to release a series of focus bulletins on the Key Uses soon. We encourage educators to keep a lookout for materials that WIDA may release in the future to support instructional application of the Key Uses.

The Can Do Descriptors: Key Uses Edition are intended to be used in conjunction with the WIDA Performance Definitions. They are not exhaustive, but serve as examples of what students can do with academic language for a given content task, ELP, and grade level. WIDA suggests, among other possibilities, that educators use the new Can Do Descriptors to differentiate curriculum, instruction, and assessments based on language learners' ELP levels (WIDA, 2016a).

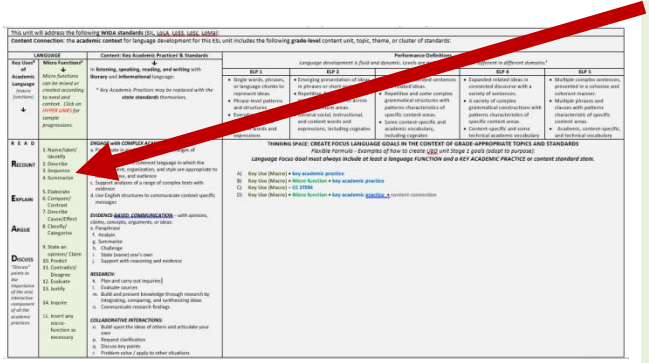
Educators are encouraged to examine their instructional planning through the lens of the Key Uses. They can serve as an initial organizing principle for unit design, but also for planning a series of connected and logically sequenced units of study. When developing a curriculum, for example, educators could consider*: Is the curriculum intentionally planning to support students in developing their understanding and production of all four Key Uses? Over time, are students doing a lot of work with* RECOUNT *but not much with* DISCUSS*? How can we increase students' analytical practices to actively support a deepened engagement in the language of explanation and argument, as connected to the shifts in the disciplinary practices?* Furthermore, *What does participation and interaction look and sound like in argument and explanation for our students, at their respective levels of proficiency?*

Micro Functions and Sample Progressions

The Collaboration Tool's 14 micro functions continue to focus on the critical language and skills embedded in CCR standards. They align to the key academic practices (described in the next section), and highlight language expectations within the key shifts identified in the Common Core State Standards:[62]

- Engage with complex oral and written language to synthesize, construct, and communicate knowledge across the curriculum.
- Use evidence to understand, analyze, argue, and inform.
- Engage in collaborative activities, develop an awareness of multiple perspectives, and produce language appropriate to a particular content area or community.

[62] For more discussion of these shifts in terms of ELs, see Bunch, Kibler, & Pimentel (2013).



Micro Functions

Micro functions can be mixed or created according to need and context. Click on the links below for sample progressions.

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

- Insert any micro function as necessary

Each Key Use (RECOUNT, EXPLAIN, ARGUE, DISCUSS) is a macro function that often involves more than one language function. For example, in order to help students engage with the "ARGUE" Key Use, an educator would need to think of the different pieces of language that together make up an argument for a specific purpose in a particular sociocultural context.[63] To build an argument proposing a solution for the identified problem, the teacher might want students to first define the problem, then describe the situation, and finally justify their claim using evidence. Each one of these actions represents a different way of using language for a specific communicative purpose, so each represents a language micro function (define, describe, and justify). The three micro functions in this example could be considered part of the larger ARGUE macro function. Other Key Uses also incorporate multiple micro functions: for example, in a particular application of RECOUNT, a student might need to be able to sequence events and also elaborate on what happened, where, when, and who was involved. Educators can break down the components of language as appropriate for the purpose and task at hand, and determine which micro functions best serve the instructional needs for each communicative act.

All micro functions within the Collaboration Tool are hyperlinked to documents containing sample progressions of how ELs at each proficiency level may process and/or produce language related to that particular function.

[63] "Sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the register, Genre/Text type, Topic, Task/Situation, Participants' identities and social roles" (WIDA, 2012a, p. 7).

The 14 sample micro function progressions were created by local educators.[64] These sample progressions offer one way to envision what each micro function might look like at the next level of complexity, sophistication, nuance, and proficiency, and can help educators unpack aspects of academic language in the context of the Frameworks[65] to create clear but flexible instructional paths. In this way, this resource can support development of general—or more discipline-specific—academic language goals and objectives and can be used by both language and content area teachers when planning instruction for ELs.

The sample progressions are based on the WIDA Performance Definitions and incorporate WIDA's Features of Academic Language (WIDA, 2012a, p. 7) (word/phrase, sentence, and discourse dimensions) at each ELP level.

The hyperlinked micro function documents also include a definition of each micro function, sample tasks, words, sentence frames, and question stems associated with each micro function. As samples, these progressions may need to be adjusted to reflect appropriate grade expectations and developmental levels of specific groups of students, as well as more discipline-specific ways in which students are expected to use language in particular contexts. Because the progressions represent *samples* and not comprehensive or exhaustive language development trajectories, educators should feel free to add other micro functions or to further complete the sample progression charts as needed.

The sample progressions, in conjunction with the productive and receptive Performance Definitions, can help educators calibrate language expectations at various ELP levels. They can also help educators envision with greater linguistic specificity how they can support and scaffold a student's use of a particular micro function as it increases in complexity. The sample progressions can also be particularly useful as educators unpack and break down the components of language needed to communicate within specific classroom tasks and contexts. They can help educators make choices about "next steps" in curricular planning, as educators consider a contextualized and flexible language proficiency continuum. On the other hand, content teachers can further expand and refine the micro function sample progressions by identifying more specific ways in which the function is used within a particular content area task, text, or academic practice.

Finally, when using the sample progressions, teachers should keep in mind that language development is fluid, and that there is a great range in variability in how each student develops language. As Shafer Willner (2013b) points out,

> students may demonstrate a range of abilities within and across each ELP level; second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. Differences in abilities within ELP levels are based upon ELs' native

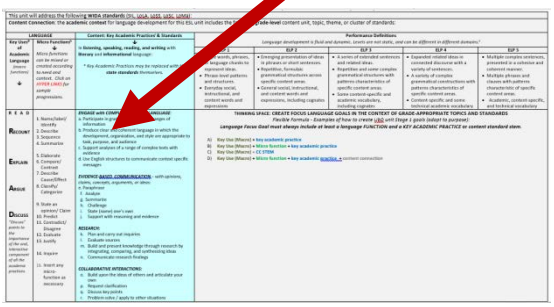
[64] Local educators opted to use the 14 micro functions largely based on a consultation with WIDA in August 2014.
[65] The Collaboration Tool can also be used with other state frameworks.

> 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, ELs may exhibit some abilities (e.g., speaking skills) at a higher proficiency level while exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular task at a lower proficiency level but need review at the next highest proficiency level when presented with a new or more complex type of task. Since, by definition, EL status is a temporary status, an ELP level does not categorize a student (e.g., "a Level 1 student"), but, rather, identifies what a student knows and can do at a particular stage of ELP (e.g., "a student at Level 1" or "a student whose listening performance is at Level 1").

Therefore, educators must be cautious to avoid reinforcing static notions of students' abilities. Instead, they should use continuous formative assessment practices, contingent pedagogy, and a nuanced approach to scaffolding language to identify and flexibly respond to students' needs (Heritage, Linquanti, & Walqui, 2013, 2015).

Key Academic Practices

The fifth component (and third column) of the Collaboration Tool is populated with *a representation* of the key academic practices derived from "Relationships and Convergences among the Mathematics, Science, and ELA Practices" (Figure 5).



Key Academic Practices and Standards

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

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

…engage with complex academic language

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

…use evidence-based communication *(with opinions, claims, concepts, arguments, or ideas)*

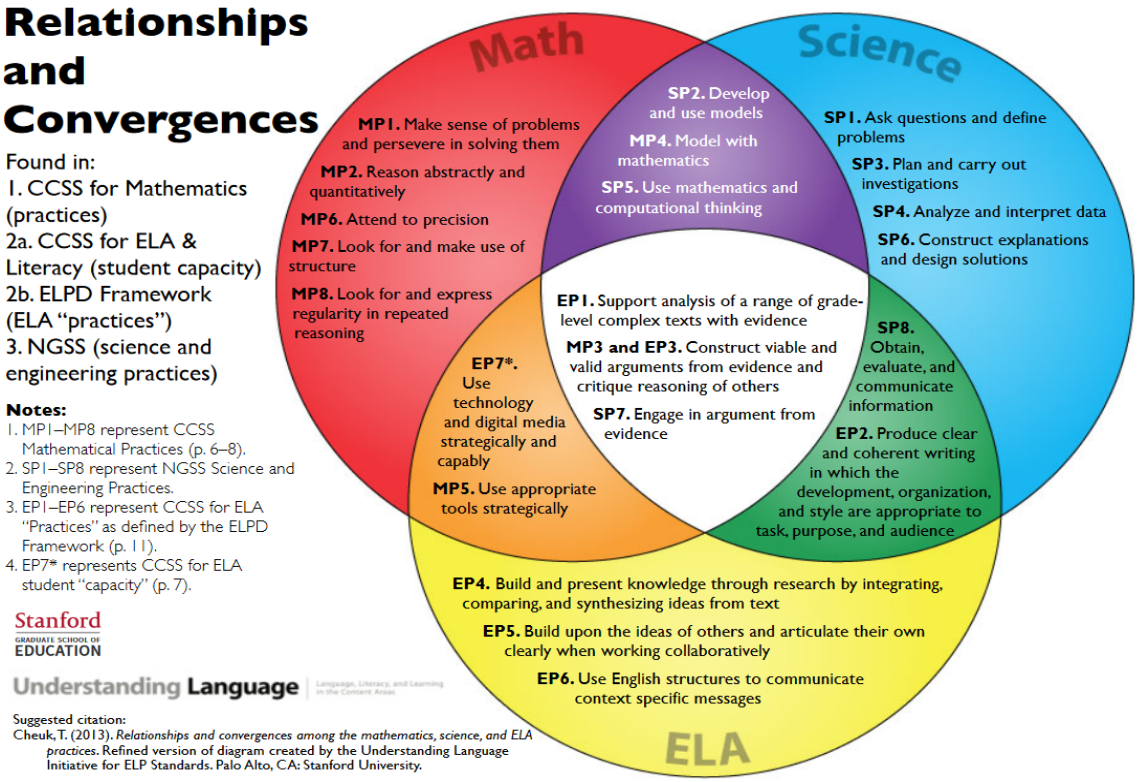
- Paraphrase
- Analyze
- Summarize
- Challenge
- State (name) your own
- Support with reasoning and evidence

…carry out research

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

…take part in collaborative interactions

- Build on the ideas of others and articulate your own
- Request clarification
- Discuss key points
- Problem-solve/apply to other situations



Source: Cheuk, 2013

Figure 5: Relationships and convergences among the mathematics, science, and ELA practices

The "Relationships and Convergences" Venn diagram illustrates the overlap and grouping of student practices and capacities from four sets of seminal documents, all of which form the basis of our current state standards: the CCSS for Mathematics; the CCSS in English Language Arts; the Framework for English Language Proficiency Development (ELPD) Standards; and the Next Generation Science Standards (NGSS).

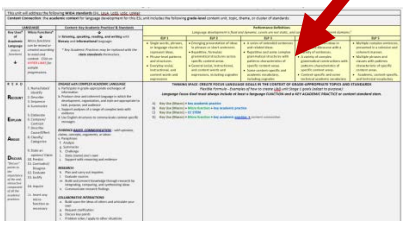
As ESL educators are asked to integrate various sets of standards when planning language curricula and instruction, this diagram becomes a useful tool in highlighting similarities in what students are expected to do across the disciplines in general education classrooms.[66] Highlighting these common student practices helps educators prioritize high-leverage language that will support students in a variety of classrooms. Therefore, the key academic practices are strong starting points for developing units, lessons, and activities that leverage correspondences between language development and academic standards. However, it is important to keep in mind that these are just examples of correspondence

[66] Cheuk (2014) has noted that the diagram "is not necessarily a perfect model of how the priorities of the three disciplines (ELA, Math, Science) are mapped out. That is, the *discussions and debate that arise from unpacking this diagram can help educators make sense of the standards and spotlight the literacy/language implications* these new standards have on their student populations."

between language and content standards—not an exhaustive list. When using the Collaboration Tool, educators can also use academic standards directly instead of this sample list, and expand this section of the Collaboration Tool as they become more familiar with the various standards in the Frameworks.

Performance Definitions (Shafer Willner, 2013a; WIDA, 2009a)

Making sure language expectations for ELs are on target can be a challenging task. At times educators set expectations that are too low or too high. While acknowledging that great variability exists in how students develop language, the Collaboration Tool's truncated version of WIDA's Performance Definitions was included to remind educators to calibrate their expectations of what students can generally process or produce at each ELP level. When designing curricula for ELs, educators must always ask: *Are we expecting too much or not enough for a particular student at any given level?* The answer should be guided both by the Performance Definitions and by multiple points of current evidence for how a student is continuously processing and producing language.



Performance Definitions

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

ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
▪ Single words, phrases, or language chunks to represent ideas. ▪ Phrase-level patterns and structures ▪ Everyday social, instructional, and content words and expressions	▪ Emerging presentation of ideas in phrases or short sentences ▪ Repetitive, formulaic grammatical structures across specific content areas ▪ General social, instructional, and content words/ expressions, including cognates	▪ A series of extended sentences and related ideas ▪ Repetitive and *some* complex grammatical structures with patterns characteristic of specific content areas ▪ Some content-specific and academic vocabulary, including cognates	▪ Expanded related ideas in connected discourse with a variety of sentences ▪ A variety of complex grammatical constructions with patterns characteristic of specific content areas. ▪ Content-specific and some technical academic vocabulary.	▪ Multiple complex sentences, presented cohesively and coherently ▪ Multiple phrases and clauses with patterns characteristic of specific content areas ▪ Academic, content-specific, and technical vocabulary

According to WIDA (2009a), the Performance Definitions "provide a concise, global overview of language expectations for each level of English Language Proficiency." They can be viewed as a slice of a language development trajectory that can help educators set language learning goals and objectives, plan instruction, and assessment. The Performance Definitions provide criteria by which to gauge and shape expectations of each of the stages of language proficiency, but it is important to remember that these stages are socially constructed and therefore a sample projection, not always representative of what a real student's trajectory may look like. Educators should use the Performance Definitions to inform planning of instruction, but also focus on the variable trajectory of language development rather than to think of the divisions of levels as static markers.

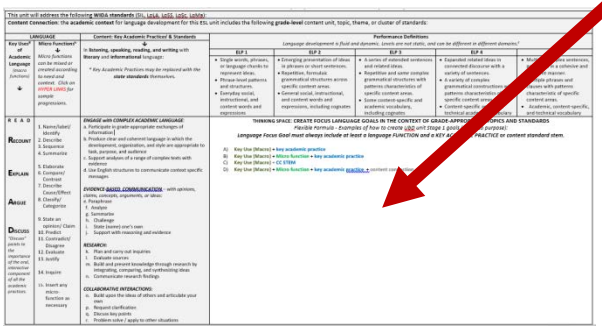
This is especially important since the Performance Definitions are written for grades K–12, which means that "educators must interpret the meaning of the Definitions according to students' cognitive

development due to age, their grade level, their diversity of educational experiences, and any diagnosed learning disabilities (if applicable)" (WIDA, 2012b). Because the expected level of language complexity also increases through the grades, a student who is at ELP level 3 in the second grade and a student who is at ELP level 3 in 11th grade will have different expectations for language use. When using the Performance Definitions, educators should also keep in mind Shafer Willner's caveats presented above: language development is fluid and dynamic, proficiency levels are not static. Therefore, students' proficiency levels can be different in different language domains (reading, writing, speaking, listening).

Finally, this condensed version of the Performance Definitions is included in the Collaboration Tool for ease of reference only, and to bring the various tools together in one place. Educators should internalize the complete receptive and productive Performance Definitions and, when in doubt, always refer to the complete WIDA Standards framework.

Thinking Space 1: Create Focus Language Goals in the Context of Grade-Appropriate Topics and Standards

This component highlights how the Collaboration Tool is not a worksheet or a checklist, but a thoughtful decision-making process for instructional design. Thinking Space 1 is a brainstorming and design space for teachers to create unit-level FLGs. A definition of FLGs and a process for creating them appear in Section 3.3.



THINKING SPACE 1: Create Unit-Level Focus Language Goals in the Context of Grade-Appropriate Topics and Standards

Flexible formula—examples of how to create UbD unit Stage 1 goals (adapt to purpose).

Language Focus Goal must always include at least a language FUNCTION and a KEY ACADEMIC PRACTICE* or *content standard stem.

a. **Key Use (Macro) + key academic practice**
b. **Key Use (Macro) + micro function + key academic practice**
c. **Key Use (Macro) + CCSS STEM**
d. **Key Use (Macro) + micro function + key academic practice + content connection**

Thinking Space 2: Language as Action and Contingent Feedback

Unit-level FLGs, described in Section 3.3 of this guide, reflect intentional choices and priorities about what language to teach. Thinking Space 2, on the back of the Collaboration Tool, prompts teachers to begin considering the FLGs in terms of current student performance. By identifying what students can do, given evidence from student work, teachers can begin to envision "teacher moves" and "student moves" to best support the next steps in development toward the unit's FLGs in terms of language development and meaning-making. This data-analysis and assessment helps teachers determine possible entry points for the new unit.

Thinking Space 2 can be used at different times of unit and lesson design, and it prompts teachers to brainstorm what language they would like to hear or see from students as they engage in a unit, and in what context (key academic practice, analytical skill, content topic, texts, etc.). This is driven by the FLG

and knowledge of what their students can currently do. This early thinking about possible unit performance expectations is validated with the shared expertise of different educators.

Language is defined as "action" in next generation ESL and takes place within a context of communication and interaction for meaning-making. Therefore, Thinking Space 2 includes consideration of both student moves and teacher moves, as well as a shared ownership of the learning process. Thinking Space 2 prompts planning for student self-assessment and emphasizes the importance of metacognitive and metalinguistic aspects of learning related to the desired outcomes and explicit learning expectations. This pre-planning encourages educators to engage in a design process for responsive and dynamic curriculum.

THINKING SPACE 2: Language as Action and Contingent Feedback

Consider: *If we plan language teaching with the end goal of CCR in mind, we must teach language with intentionality to also consciously develop the key academic practices and habits of thinking that support student success in general education and ESL classrooms.*

1. Established goals	What are the desired learnings/FLGs? (At the lesson level, consider this in terms of your lesson's language objectives, which are also aligned to the FLGs)
2. Gather evidence	In relation to instructional goals: what do I observe in my students' work? What can my students currently do?
3. Teacher moves	What do I do with student evidence? Based on observable student actions, how do I plan my next moves to most effectively support my students' development? What pieces come first, second, third, etc. as we focus on language development through Key Uses of Academic Language and key academic practices? How do I support my students and scaffold their learning? What types of contingent feedback might I give to students based on what I see in their performance? How will my teacher feedback help students take action to achieve established learning goals?
4. Student moves[67] *For particular purposes, in specific contexts, together with other learners, and with certain outcomes.*	What types of moves do my students need to make to increase language proficiency and advance toward CCR? What language will I hear and/or read from students as they engage in different activities? Student responsibility: How will students monitor and assess their own individual progress toward established goals?

For more ways to consider teacher moves and student moves, look at "Doing and Talking Math/Science," a project led by Rita Macdonald and sponsored by the National Science Foundation, soon to be published on Foundation's website. Although MacDonald's current focus is to support ELs in

math and science classrooms, her approach is helpful to ESL educators, as they also work to build communities of meaning-making discourse in their classrooms, making choices to prioritize high-leverage language in the context of key academic and analytical practices. MacDonald has created tools to support teacher moves and student moves around the language of collaborative reasoning and for making the "language of thinking" more explicit with ELs positioned, first and foremost, as meaning-makers within their communities.[68]

3.3 Focus Language Goals

3.3.1 Defining Focus Language Goals

The Next Generation ESL Project Planning Committee believes that language is a socially constructed, complex, adaptive system that shifts according to need and context. The Project is also grounded on the premise that one of the goals of public education is to prepare students for post-graduate readiness and success in colleges and/or careers in a global world. Therefore, the Planning Committee believes that FLGs in ESL units must be inherently connected to the key academic practices drawn from the Massachusetts Curriculum Frameworks, which reflect CCR standards. This perspective stands against decontextualized, isolated language teaching: it favors a deeper, richer approach in which ESL teachers help their students develop analytical and critical thinking skills through linguistic practice. This is not to say that ESL teachers should become multi-disciplinarians in all content areas, but that through development and collaboration they can connect ESL instruction to content area topics, standards, and academic thinking practices as meaningful contexts for language learning; this in turn can help ELs engage with language as a meaning-making tool across a variety of content area classrooms.

FLGs are one method for creating content-connected, clear language learning goals to drive ESL unit development in the context of the Understanding by Design model. UbD promotes a "backward" process of curriculum development, beginning with clear learning goals and specific results (Wiggins & McTighe, 2005, p. 56). Therefore, before ESL MCUs could be designed using the UbD framework, the Planning Committee had to create a method for establishing these clear unit-level language learning goals. This method had to include two sets of standards frameworks: the Massachusetts Curriculum Frameworks (containing multiple sets of content area standards) and the WIDA English Language Development Standards (composed of five broad standards and accompanying tools).

Educators typically unpack standards from the Massachusetts Curriculum Frameworks to create unit goals. The Frameworks' standards were designed with several purposes in mind that facilitate the creation of unit-level goals. For example, they clearly set forth the skills, competencies, and knowledge students are expected to possess at the conclusion of individual grades or clusters of grades; set high expectations of student performance; provide clear and specific examples that embody and reflect these high expectations; express standards in terms that lend themselves to objective measurement,

[68] MacDonald's project is not yet published, but is discussed in MacDonald, Miller, & Lord (in press).

defining performance outcomes expected; and facilitate comparisons with students of other states and other nations (ESE, 2015d).

As discussed earlier in this guide, the WIDA Standards are of a different nature. They were purposely designed to be dynamic and generative, which means many ESL teachers can try to unpack the standards and still wonder how they can create clear, concrete, and measurable language learning goals for Stage 1 of the UbD curriculum design process. We acknowledge that language learning is not linear and includes great variability—but curriculum developers must be cautious to avoid what Wiggins and McTighe (2005) have described as the "twin sins" of curriculum design: "aimless coverage of content [ESL in this case], and isolated activities that are merely engaging (at best) while disconnected from intellectual goals in the learners' minds." If ESL teachers are to provide systematic, explicit, and sustained language development in the context of state academic standards, then the teaching of language must not be aimless or isolated from a purposefully planned, yet adaptable, learning continuum.

Creating explicit learning goals always means making choices about what to teach and what to leave out of focus, and these decisions must be based on agreed-upon priorities. For the ESL MCUs, the Planning Committee sought to integrate academic and language standards, but—because language development is a variable, complex, lifelong endeavor for ELs and native speakers alike—it would be impossible to unpack and explicitly teach every aspect of academic language students across all core content areas. Thus, from the UbD perspective, the five broad WIDA Standards alone (the Language of Language Arts, the Language of Math, etc.) are too global to be concretely helpful to educators and curriculum writers.

FLGs, as conceptualized within the Next Generation ESL Project, encourage educators and curriculum writers to make intentional choices to prioritize what language to teach using WIDA's four Key Uses of Academic Language (and related micro functions in the Collaboration Tool), and to dissect them as derived from and in the context of specific standards-based, grade-level content connections. This means that educators and curriculum writers following the Next Generation ESL Project unit development approach must choose larger conceptual lenses, key pieces of language, and core tasks. Although language educators could never cover all the aspects of academic language within all content areas and grade-level standards with which their students interact, they can make deliberate and thoughtful decisions to set explicit priorities for language learning given the normal constraints of instructional time available.

FLGs can help educators plan a balanced language curriculum that privileges high-leverage academic language to support students as they learn and use the types of language they encounter across general education classrooms. FLGs are the equivalent of Wiggins and McTighe's "desired results" that establish priorities for instruction and assessment. They become unit-level goals in Stage 1 of UbD, which then guides the nature of assessment and evidence of learning chosen for Stage 2, and the types of instruction and learning experiences planned in Stage 3. FLGs also provide a rationale for shorter-term lesson objectives.

FLGs are can be instrumental in delivering systematic, explicit, and sustained language instruction in the context of the Frameworks.

3.3.2 Process for Creating Focus Language Goals

This document presents the process that the ESL and content area educator(s) may move through when creating FLGs for an ESL curriculum unit. "Thinking through the Process" boxes below show how one team of educators created FLGs for one ESL MCU, Access to Clean Water.

1. Know your audience.

The first step in developing FLGs is for the ESL teacher to identify the audience, an essential move for planning a responsive curriculum with the student at the center.

Steps

The ESL teacher identifies:

- ELP range in the classroom.
- Grade level or (for a mixed-grade class) grade-band level.
- Sociocultural considerations, which come into play continuously and iteratively.

Thinking through the Process: Access to Clean Water

- ELP range: **levels 1–2.**
- Grade level: students from **grades 6, 7, and 8 in the same ESL class.**

2. Choose the WIDA Standard(s) that this unit will focus on.

How do we begin selecting what language to teach? You may begin by choosing the language of the content area you'd like to focus on, or the equivalent of the five broad WIDA Standards.

Steps

- Consider your district's curriculum maps, and/or
- From the ESL educator's perspective, consider how the language of the various content areas (or the five WIDA Standards) will be balanced and taught throughout the year.
- The ESL teacher chooses the content area(s)/WIDA Standard(s) that this unit will be based on.

Thinking through the Process: Access to Clean Water

The team chose to focus on the **Language of Social Studies (LoSS**) as well as **Social and Instructional Language (SIL)**.

3. Discuss upcoming content units/themes and expectations with the content teacher.

From the broad range of language represented in LoSS and SIL, how do I decide which pieces of language to teach? How do I strategize, prioritize, and choose aspects of academic language what will help my students succeed in general education classrooms?

Steps

Once a WIDA standard has been chosen:

- ESL and content educators set a meeting. The ESL teacher sends the content teacher an agenda that includes specific objectives, notes for preparation to be completed before the meeting, and a list of materials that should be brought to the meeting (i.e., relevant content standards, units, salient lessons, samples of student work, etc.). This helps to maximize time and maintain focus on the meeting objectives.
- At the meeting, the content educator shares the focus of upcoming grade-level (or grade-band-level) units of instruction, content standards, skills, and knowledge the content class will focus on. The content teacher may discuss recurring themes through the year, a unit that is particularly poignant to students, and areas of student strength and opportunities for growth.
- ESL and content educators discuss and evaluate the grade-level content expectations for reading, writing, listening, and speaking tasks and assessments, and identify key academic practices for one or more future units of instruction.
- The ESL educator notes possible language development priorities.
- ESL and content educators collaboratively choose the content that will serve as the standards-based **academic context** for language development for this ESL unit. The content connection generally will be a grade-level content unit, topic, theme, or cluster of standards. We recommend using a content unit as the academic context/content connection for the ESL unit being developed.
- Note that the dedicated ESL unit will not be the same as an SEI unit, or a watered-down content unit. It will focus on systematic, explicit, and sustained language development, but it will use content topics and analytical practices as a context for developing language.
- Once a topic for the unit has been chosen, initial sociocultural implications come into play.

Thinking through the Process: Access to Clean Water

The team of educators set meetings with clear goals, came prepared, and were cognizant of how they used their time. After considering several social studies units, they decided to use the grade 7 social studies MCU "Model United Nations: Access to Clean Water" as the content connection for the ESL unit. They cited reasons including the unit's global perspective, potential for student engagement, and social justice themes.

The final, specific choice of a topic for the ESL unit was reserved for the next step, but the team did begin to discuss the general topic area suggested by the existing social studies unit. How might discussing access to clean water—or a similar resource—affect students who had experienced a lack of access to essential resources? How might different students interact with the notion of universal human rights?

Other considerations that came up at the beginning: Will students be familiar with public service announcements as a genre of communication? Will they be comfortable delivering oral presentations about human rights issues? What cultural intersections might our classroom community need to navigate to help all students succeed in this unit?

4. Collaboratively identify the driving language demands of the unit.

Once the content area unit has been chosen as the academic context for the ESL unit, the ESL and content area educators discuss what they see as the driving language demands of the unit. They make deliberate choices in selecting the language they believe will have the highest leverage for ELs as they move through different classrooms and content areas throughout the day.

To identify these driving language demands, educators may look at the content standards in the unit, the goals, and the skills and knowledge. It is particularly useful to analyze the driving language demands of the Curriculum Embedded Performance Assessment (CEPA), since it generally represents a culmination of the unit.

Steps

- ESL and content educators analyze the selected unit's key academic practices, CEPA requirements, and content standards to focus on.
- Educators agree on priority linguistic expectations/Key Uses of Academic Language that will support student learning.
- The ESL educator suggests possible themes for context for the ESL unit that will support future linguistic content expectations, but not supplant or directly shelter the content unit.
- The content educator gives feedback regarding how the potential topic and linguistic focus will affect student performance and academic achievement in the content classroom.

Thinking through the Process: Access to Clean Water

After discussing the selected content unit and examining its standards and CEPA, the team of ESL and content educators decided on the topic through which they would teach the agreed-upon driving language demands.

Although the original content unit focused on clean water, they could have designed the ESL unit around another topic—e.g., access to clean air—that would address those demands. The team stuck with clean water, but they were careful to create a dedicated ESL unit rather than an SEI unit that would belong in the realm of the content classroom.

The team then chose two salient content standards from the unit that the ESL educator was comfortable with incorporating into the ESL unit. They decided that the ESL unit would work on developing the analytical practices and language for meaning-making embedded in those standards.

They also began to discuss some possible priority linguistic expectations to use in the ESL unit.

5. Collaboratively identify the Key Uses, micro functions, and key academic practices.

Using the Collaboration Tool, continue to finesse and prioritize driving language demands and key academic practices that will form the basis for the ESL unit.

Steps

Look at the CEPA or other selected aspects of the unit to identify:

- Key Uses (macro functions).
- Micro functions.
- Key academic practices.
- Create a coding method and use highlighters of different colors to mark the text selection (s). Use a dark green to mark Key Uses of language, a light green to mark micro functions, and blue to mark key academic practices or salient content standards.
- Educators make notes of what they have noticed in the past as areas of student strength and opportunities for growth in relation to the selected linguistic and academic practices. Samples of student work serve as concrete evidence to support this analysis.

Thinking through the Process: Access to Clean Water

The team of educators analyzed the CEPA of the content unit ("Model United Nations: Access to Clean Water"). Selections from the CEPA appear below in green (for more details, visit the complete unit). Using the Collaboration Tool, the educators looked for the driving language demands in the content unit. They found it helpful to look for language functions, especially in the form of WIDA's Key Uses (RECOUNT, EXPLAIN, ARGUE, DISCUSS) and the 14 micro functions provided in the Collaboration Tool. The team also chose academic practices they felt should be emphasized. All of these are **boldfaced** below.

Goal:
You goal is to represent one of the 193 members of the United Nations and **ARGUE** passionately for the interests of your country on the issue of **access to clean water**. You will craft resolutions on this critical global issue.

Role:
You are a delegate to the UN representing one of the 193 member nations called to analyze and **DISCUSS** the critical global issue of access to clean water.

Audience:
The audience is the member nations represented in the conference.

Situation:
You have been asked to debate, negotiate, and plan actions to solve the human rights issue of access to clean water. You will use parliamentary procedure to present your nation's perspective and interests on the issue. Delegates will form coalitions with other nations who share common goals on the issue. Coalitions will **collaborate** to create resolutions that address and take action to solve the issue of access to clean water.

Product Performance and Purpose:
You need to research your country and topic in depth and get into the shoes of a UN ambassador. You will:

- **Collaborate** with a partner and use your research to prepare a **position** paper, opening speech, and counterarguments for debate.
- Use parliamentary procedure strategically to represent your country's interests and persuade other member nations to agree with your nation's goals.
- **ARGUE** your position knowledgably and with passion.
- Negotiate and **collaborate** with other nations to create resolutions that address, and

take action in solving, the issue of access to clean water.

Reflect on the conference experience and outcomes.

- Select one of the Essential Questions and create a Pinterest post and written statement in response to that question. Use your experience from the simulation as evidence to support your claim.

Q.1 Can **human rights** be protected? At what cost?
Q.2 How effective is the United Nations in solving world conflicts?
Q.3 Is it the **right** or responsibility of a country to promote its values around the world?
Q.4 **Is access to clean water a human right?**

The team of educators collaboratively made strategic choices to prioritize the following language demands and academic practices, taken from the text above:

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

6. The ESL educator uses a flexible formula to create FLGs for the ESL unit.

Create the unit's FLGs using the **Collaboration Tool** using the flexible formulas below.

Steps

The ESL and content area educators work together to create one or two FLGs for the ESL unit. Each goal must include a language function (preferably a Key Use) and a key academic practice **or** state standard.

- Educators look at their color-coded CEPA (or other text selection). One approach may be to create columns with the possible Key Uses, micro functions, and key academic practices that you highlighted in the CEPA. Examples from the text excerpt above:

Key Uses	Micro functions	Key academic practices
ARGUE DISCUSS EXPLAIN	Identify Describe Summarize Elaborate Cause/effect State an opinion Predict Disagree Evaluate Justify Inquire	Participate in grade-appropriate exchanges of information Produce clear and coherent language... Use English structures to communicate context-specific messages Paraphrase Analyze Summarize State your opinion/claim Support with reasoning and evidence Plan and carry out inquiries Build and present knowledge... Build on the ideas of others and present your own

- Teams should answer these questions:
  - For this unit, what will students do with language in a particular context?
  - What language would you like to see and hear from your students as they engage in meaning-making?
  - What key language use(s) are you targeting? (Consider function/genre/topic/context within key academic practices.)
  - How is the language that students practice being balanced out throughout the year?
- There is no single right choice here. Educators will make selections based on agreed-upon goals and student need.
- You can use Thinking Space 1 in the Collaboration Tool as a brainstorming and design space to create FLGs.
- Once the FLGs are created on the Collaboration Tool, they should be transferred to the unit template as Stage 1 goals.

Thinking through the Process: Access to Clean Water

After the collaborative discussion and analysis with the content area educators, the ESL educators used the Collaboration Tool to make strategic choices to finalize prioritization of high-leverage language.

The ESL educators created the following unit FLGs. (During the process, they continued to discuss any questions with the content educator as necessary.)

FLG 1

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

What is the language of discussion in this sociocultural context regarding access to clean water? (Consider register, genre/text type, topic, task/situation, and the speaker's relationship to other participants' identities and social roles)?

What is the language of stating opinions and claims in this context?

What language do students need to be able to access this substantive topic, given their current English proficiency levels?

The team continuously revisited these kinds of questions about language as they chose particular texts and topics, and dissected the FLGs to gain greater clarity about the prioritized language they would like students to process and produce.

FLG 2

EXPLAIN	causes and effects	to create evidence-based claims
Key Use	Micro function	Key academic practice

What is the language needed to explain the issues around access to clean water? (Consider register, genre/text type, topic, task/situation, and the speaker's relationship to other participants' identities and social roles)?

What is the language needed to express the causes and effects of lack of access to clean water in this context?

What is the language needed to create evidence-based claims about the universal need for access to clean water?

Once the FLGs were created on the Collaboration Tool, they were transferred to the Stage 1 goals in the unit template.

The ESL educator, periodically consulting with the content educator, continues to develop the ESL unit to deliver systematic, explicit, and sustained language instruction in the context of the Frameworks.

3.3.3 Flexible Formulas for Creating Focus Language Goals

Educators can use the Collaboration Tool to create unit-level FLGs by employing the following flexible formulas:

a. Key Use (macro) + key academic practice
Example: **EXPLAIN** X to **participate in grade-appropriate exchanges of information**.

What is the language needed to EXPLAIN X (e.g., the collapse of the Soviet Union*) to participate in grade-appropriate exchanges of information, at your students' current language proficiency levels, and in a particular sociocultural context? (Consider register, genre/text type, topic, task/situation, and the speaker's relationship to other participants' identities and social roles.)*

(X = the ESL unit's grade-band-level, standards-based content connection/topic/theme.)

b. Key Use (macro) + micro function + key academic practice
Example: **ARGUE** by **justifying** X to **support your reasoning with evidence**.

What is the language needed to ARGUE when supporting your reasoning about X, at your students' current language proficiency levels, and in a particular sociocultural context? (Consider register, genre/text type, topic, task/situation, and the speaker's relationship to other participants' identities and social roles.)

What is the language needed to justify your reasoning of X with evidence, at your students' current language proficiency levels, and in a particular sociocultural context? (Consider register, genre/text type, topic, task/situation, and the speaker's relationship to other participants' identities and social roles.)

c. Key Use (macro) + CCSS STEM
Example: **RECOUNT** to **describe how characters in a story respond to major events and changes** (RL.2.3).

What is the language needed to RECOUNT by describing characters' responses to major events within the ESL unit's topics and texts, at your students' current language proficiency levels, and in a particular sociocultural context? (Consider register, genre/text type, topic, task/situation, and the speaker's relationship to other participants' identities and social roles.)

RECOUNT by **writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences** (CCSS.ELA-LITERACY.CCRA.W.3).

EXPLAIN [by writing] to **examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content** (CCSS.ELA-LITERACY.CCRA.W.2).

ARGUE [by writing] **to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence** (CCSS.ELA-LITERACY.CCRA.W.1).

DISCUSS to **participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively** (CCSS.ELA-LITERACY.CCRA.SL.1).

d. Key Use (macro) + micro function + key academic practice + content connection
Example 1: **RECOUNT** by **summarizing another's claims, concepts, or ideas (Thomas Jefferson's claims in the "Declaration of Independence."**

What is the language needed to RECOUNT by summarizing Jefferson's claims in the "Declaration of Independence," at your students' current language proficiency levels, and in a particular sociocultural context? (Consider register, genre/text type, topic, task/situation, and the speaker's relationship to other participants' identities and social roles.)

The ESL educator works with the context of the content connection/theme/topic of historical documents, but focuses on how one uses language to RECOUNT by summarizing Jefferson's main claims.

Example 2: **DISCUSS** by **inquiring to request clarification about why a classmate holds X opinion about airport security**.

What is the language needed to DISCUSS a classmate's opinion, at your students' current language proficiency levels, and in a particular sociocultural context? (Consider register, genre/text type, topic, task/situation, and the speaker's relationship to other participants' identities and social roles.)

What is the language needed to inquire to request clarification about a classmate's opinion about a particular topic, at your students' current language proficiency levels, and in a particular sociocultural context? (Consider register, genre/text type, topic, task/situation, and the speaker's relationship to other participants' identities and social roles.)

The ESL educator works with the context of the content connection/theme/topic of controversy in current events, but focusing on how one uses language to inquire in order to DISCUSS airport security.

Examples from ESL MCU: The Language of Addition and Subtraction

Kindergarten, ELP levels 2–3

FLG 1: **Recount** by **sequencing** in **grade-appropriate exchanges of information**.
FLG 2: **Explain addition and/or subtraction situations represented by objects** in **grade-appropriate exchanges of information**.

Examples from ESL MCU: Justice, Courage, and Fairness

Language of Social Studies
Grades 1–2, ELP levels 1–2

FLG 1: **RECOUNT** by **sequencing events in stories** to **communicate context specific messages**.
FLG 2: **EXPLAIN the contributions of characters/historical figures with reasoning and evidence**.

Examples from ESL MCU: Describing and Explaining Weathering and Erosion

Language of Science
Grades 3–5, ELP levels 1–2

FLG 1: **DISCUSS** by **identifying evidence** **from a given landscape that includes simple landforms and rock layers**.
FLG 2: **ARGUE** **to support a claim** **about the role of erosion or deposition in the formation of the landscape**.

Example from ESL MCU: The Art of the Persuasive Speech

Language of Language Arts
Grades 9–12, ELP levels 2–3

FLG 1: **ARGUE** to **state one's opinion or claim** **supported by reasoning and evidence**.

4 Next Generation ESL MCU Development at the Unit Level

This section contains curriculum development thinking processes, templates, and tools at the unit level. Here you will find the ESL MCU unit template, the annotated unit template, a description of the project's assessment framework, and additional tools to support thinking processes around unit-level curricular design (FLG Dissection Tool, Micro function Dissection Tool, Unpacking Academic Language Chart, Sociocultural Implications, and a Unit Validation Protocol).

[Title of ESL Unit]

ESL [Grade Band—ELP Level(s)]

[Summary of unit]

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Unit Plan

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4.2 Annotated Unit Template and Self-Check

This annotated self-check is designed to prompt educators to engage in collaboration and continuous exploration of each component of the Next Generation ESL Project unit template. We suggest that unit writing teams use the following notation to track their current level of development within each [redacted]:

- Still in development—include why you rated it this way (for example, "we have not focused in depth on this component yet").
- Completed, aligned to other stages/components in the unit template, and in keeping with the UbD and WIDA frameworks.
- Component exceeds expectations.

[Title of ESL Unit]	Title (should be different than the title of the connecting content unit):
ESL [Grade Band—ELP Level]	ESL course, ELP level(s) and grade band(s):
[Summary of Unit] Highlight the focus of ESL. Systematic, explicit, sustained language development should be the clear driver of the unit, always in the context of the Frameworks and academic habits of thinking. Please include: 1. **WIDA** standards (transfer goals in the unit). 2. **Focus Language Goals:** *The purpose of this X unit is to develop the language needed to...* 3. **Connecting content area MCU title, content area, and grade.** 4. Specific overarching **language functions or structures** to be developed in this unit. 5. Optionally, something along the lines of "By the end of the unit, students will…X, Y, Z" to highlight how the CEPA measures students' ability to use and transfer their language learning (not assessing content) to real-life contexts.	Summary of unit, including aspects listed on the left:

Sample Unit Summary

The "*ESL + title*" unit is intended to deliver systematic, explicit, and sustained English language development in the context of the Massachusetts Curriculum Frameworks. Through this unit, students will learn to communicate information, ideas, and concepts necessary for academic success in the content *areas of (e.g., Language Arts and Social Studies).* They will also learn to communicate for social and instructional purposes within the school setting. The unit's *Focus Language Goals* were created through an analysis of the driving language demands of the existing *(e.g., Grade 1 ELA/HSS MCU "Content Literacy: People Who Work for Justice.")* Note that this ESL unit is not the same as a sheltered *ELA/HSS* unit. It is intended to be taught by an ESL educator, and collaboration with the content educator is essential. The embedded language development of this unit centers on the following selected *Key Uses of Academic Language*: *RECOUNT by* ***sequencing*** *events in stories, and EXPLAIN ideas/beliefs by* ***describing*** *characters and historical figures using reasoning and evidence.*

Access to Clean Water Unit Summary

The purpose of this unit is to help ELs develop the language necessary for academic success in the general education social studies classroom, and in and across various academic contexts. The unit focuses on systematic, explicit, and sustained English language development in the context of the Massachusetts Curriculum Frameworks. It is not to be confused with a sheltered social studies unit. "ESL: Access to Clean Water" is intended to be taught by an ESL teacher, and collaboration with the content teacher is essential. Please be mindful that, in addition to this dedicated, language-focused time, the student must also have access to all core academic content.

The language development in this unit centers on two of the *Key Uses of Academic Language* as connected to the following *key academic practices:*

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

These unit-level *Focus Language Goals* were created through an analysis of the driving language demands embedded in "Model United Nations: Access to Clean Water," a grade 7 social studies Model Curriculum Unit.

In "ESL: Access to Clean Water," students get contextualized, extended practice in the word/phrase, sentence, and discourse dimensions. They will be able to use their learned language to take a position, state an opinion/claim, and offer evidence via explanation of cause and effect. While learning about the real, complex issues of clean water access, students will create public service announcements (PSAs) to educate and encourage others to take action. (This announcement will be shared with the school audience on World Water Day, March 22.) The embedded, authentic learning experiences help develop effective communication with peers and adults about social and academic topics. By the end of the unit, through a social justice lens, students are equipped with the language to serve as advocates for clean water access around the world.

Watch a video of Access to Clean Water in action.

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Stage 1—Desired Results (Focus on language development within a rich, standards-referenced context.)	
ESTABLISHED FOCUS GOALS **G** **Focus Language Goals/Standards:** Use the Collaboration Tool to create the unit's FLGs. 1. Click here for the process for creating FLGs (includes sample FLGs from ESL MCUs). 2. Initially, aim to create one or two FLGs. 3. Goals must include at least a Key Use (macro function) and a key academic practice **or** state standard. 4. List only what you will explicitly teach and assess. Consider: • What will students do with language in a particular context? • What key language use(s) are you targeting? (Consider function and genre within key academic practices.) • How do the FLGs relate to or build upon one another?	**Goals** were designed using the **Collaboration Tool**, and they focus on language development in the context of academic practices.
Identify Salient Content Connections—*The student is building toward:* 1. Which academic content standards is this ESL unit explicitly connected to? 2. The ESL educator will not assess content for which he/she is not licensed. *Keeping the ESL context as described in this resource guide in mind, watch a video on establishing goals.*	**Salient content connections** are prioritized and only standards that are explicitly addressed in the unit are listed.

TRANSFER **T** *Students will be able to **independently** use their learning to…* What kinds of long-term, transferable, independent language accomplishments are desired? Stage 3 (the instructional plan) will support all unit goals, including transfer goal/s. For the developmental phase of the ESL MCU Project, broad WIDA standards were chosen as transfer goals: T.1 ELs communicate information, ideas, and concepts necessary for academic success in Social and Instructional Language T.2 ELs communicate information, ideas, and concepts necessary for academic success in the Language of…(choose ELA, Math, Science, or Social Studies).	**Transfer goals** are included. 
UNDERSTANDINGS **U** *Students will understand that…* U.1 What are the most critical understandings associated with the **FLGs** and salient content connections? U.2 Are understandings aligned with goals? U.3 Understandings should not be factual knowledge. According to UbD, they need to be uncovered. Please see UbD for further clarification on this topic. U.4 Use one to four understandings per unit.	**Understandings** have been tested using the four points listed on the left.  **Understandings** about language have been listed first, and those related to theme/topic are listed afterwards. 
ESSENTIAL QUESTIONS **Q** *These capture student interest and motivate them through lessons***.** Q.1 What thought-provoking questions will foster inquiry, meaning-making, and transfer through a language focus? Q.2 Are answers to essential questions connected to understandings? Q.3 Include essential questions that are both about language and about the meaning-making that is the context for language use in the unit. *Watch a video on developing essential questions.*	**Essential questions** have been designed in keeping with the three points listed to the left. 

LANGUAGE ACQUISITION IN THE FOUR DOMAINS

*Identify **realistic** knowledge (K) and skills (S) that students will be able to **demonstrate** by the unit's end. What skills will actually be **acquired?** Include: building blocks to desired understandings, implied K and S in the FLGs, and enabling K and S needed to perform complex assessment tasks.*

Once your content connection (context for academic language use of a particular content area) is established and your FLGs are developed, use the **Unpacking Academic Language Chart** to *begin* dissecting the FLGs and prioritizing the academic language for the unit. Unpacking academic language will be an iterative process as the unit is developed and choices about contexts and language are made.

Check the WIDA Performance Definitions to calibrate language complexity expectations and ensure that they are appropriate for students' current proficiency levels. Plan to sufficiently support and advance student language use. Current levels of student performance should be measured through continuous gathering and analysis of multiple points of data based on actual student language use, and not just ACCESS scores.

In the K and S boxes below, unpack the three features of academic language associated with the concepts and skills of the standard, genre, topic, and theme of the unit.

KNOWLEDGE: ACADEMIC LANGUAGE **K** *Students will know…*(**nouns**)*—directly related to FLG.1, FLG.2, etc.*	**FLGs** have been dissected to identify the **knowledge** students will gain by the end of the unit.
Consider: K.1 Using the nouns that you have unpacked from the FLGs, can you determine what key *linguistic* components and conceptual expectations are embedded in the standards-based FLGs? K.2 Are there any prerequisite concepts that should be addressed? K.3 Find overlapping relationships to categorize knowledge. Your categories can help you sequence and make instructional decisions—what logically comes first? Next?	Academic language from the **discourse dimension** that students will know by the end of the unit has been prioritized. Academic language from the **sentence dimension** that students will know by the end of the unit has been prioritized.

	Academic language from the **word/phrase dimension** that students will know by the end of the unit has been prioritized.  Areas of knowledge have been categorized. 
SKILLS: ACADEMIC LANGUAGE **S** *Students will be skilled at…(**verbs**)—directly related to G.1, G.2, etc.…* Consider: S.1 As students continuously make choices with language to communicate meaning, what goals-driven, discrete *language* skills and processes should students be able to demonstrate by the end of the unit? S.2 How will the students demonstrate attainment of the *language* skills required in each standards-based goal? S.3 How do the knowledge/concepts and skills work together within the unit? S.4 Are there any inferred skills that should be targeted? S.5 Find overlapping relationships to categorize skills. Your categories can help you sequence and make instructional decisions—what logically comes first? Next?	**FLGs** have been dissected to identify the linguistic **skills** students will gain by the end of the unit.  Explicit and inferred skills that reflect a prioritization of the academic language have been identified. 
	Stage 1 is completely aligned: all **FLGs** can be traced throughout Stage 1.  Skills have been categorized. 

Stage 2—Evidence	
EVALUATIVE CRITERIA 1. Evaluative criteria should gauge language development. 2. Collect evidence of student language use at the word/phrase, sentence, and discourse dimensions. 3. What criteria will be used in each assessment to evaluate attainment of the desired language results or FLGs? 4. Regardless of the format of the assessment, what qualities are most important?	**Evaluative criteria** have been developed considering the evidence that can be collected to demonstrate student mastery of the FLGs. 
CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (Performance Tasks) PT Important: this is a fluid process. CEPA or FLGs may be adapted after checking for alignment and clarifying priorities for the unit. 1. How will students demonstrate their *enduring understanding* (meaning-making and transfer) through *complex performance*? 2. How will students demonstrate meeting the **FLGs** through performance-based tasks or projects? This should tie into knowledge (K) and skills (S), but also relate them to a real world context. 3. How will the receptive and productive language domains (reading, writing, speaking, listening) be measured in the final assessment? 4. Considering the language development continuum, how might knowledge and skills be woven into the CEPA? **CEPA alignment test:** The best way to see if the CEPA is aligned is to show someone the CEPA and see if they can rightly guess the established FLGs. Important: This is a fluid process. CEPA or FLGs can be adjusted after an alignment check. Create performance indicators as needed for the CEPA. *(For more on performance indicators, see page 10 of the WIDA Standards Framework.)* *Some ESL MCU writers used the GRASP to develop their CEPAs.* *See this resource guide's CEPA guidance (including an example of an ESL MCU CEPA) and CEPA Development Tool.*	During **CEPA** development, the four points to the left were considered.  All **FLGs** are reflected in the **CEPA**.  **Performance indicators** related to the **CEPA** have been developed as needed. 

Watch a video on CEPA. *Watch a video on using rubrics.*	
OTHER EVIDENCE **OE** *What other evidence will you collect to determine whether Stage 1 goals were achieved?* Ongoing formative assessment strategies: 1. Which formative assessment strategies will you employ throughout the unit to check for student understanding of language use within context given student ELP levels? 2. How does the formative assessment data help inform your instruction? How does it help students understand their own learning trajectories? 3. What kinds of oral and written descriptive feedback might you give your students throughout the unit? 4. How will you incorporate student self-assessment into instruction? 5. How will you know that your feedback is effective? *For more information on the Next Generation ESL Project's assessment framework, see* Section *4.3 of this guide.* Watch samples of formative assessments for ELs: Assessment for ELLs and Participation Quiz: Real Time Feedback.	We have identified ongoing formative assessments that will be used throughout the unit to determine whether Stage 1 goals were achieved. We have considered the five points listed to the left.
Stage 2 is completely aligned: all **FLGs** can be traced through Stages 1 and 2.	

STAGE 3—Learning Plan **(Stage 3 has two components: sociocultural implications and a summary of key learning events and instruction.)**	
SOCIOCULTURAL IMPLICATIONS WIDA defines sociocultural context as the association of language with the culture and society in which it is used; in reference to schooling, understandings of sociocultural context revolve around the interaction between students and the classroom language environment, which includes both the curriculum and those involved in teaching and learning (WIDA, 2012a, p. 115).	**Sociocultural implications** embedded at the unit level have been identified and reflected upon.

All curricula, especially for ELs, must be designed with the sociocultural context in mind. This involves the interaction of the student (his or her identity, knowledge, culture, language proficiency, beliefs, values, and experiences) with the given register, genre/text type, topic, and task/situation, and her/his relationship to other participants' identities and social roles. 1. What are some cultural nuances or ethnocentrisms implicit in the academic language of the selected standards? 2. Are there multiple ways in which ELs might express the concepts and skills embedded in the standards? *Click here to read an article on sociocultural implications in the ESL classroom.*	
SUMMARY OF KEY LEARNING EVENTS AND INSTRUCTION After completing planning for UbD Stages 1 and 2, and an analysis of sociocultural implications at the unit level, the next step in Stage 3 is to draft and sequence the flow of lessons in the unit. Stage 3 is simply a summary of the lesson sequence, and detailed lesson plans are not expected here. However, sufficient information should be included in this summary so that a teacher can quickly review the flow of the unit and see the sequence of learning activities and instruction leading to the unit's CEPA. Drafting the summary generally involves taking time to think through the sequence from a linguistic and cognitive perspective, incorporating all the components of meaning-making and academic language that are of focus in the unit. The Stage 3 thinking and planning process ensures a logical sequence for instruction as well as inclusion of all of the skills, knowledge, and unit-level FLGs prioritized in Stage 1. The creation of lesson-level language objectives for each lesson in the summary also serves to re-calibrate and check Stage 1 FLGs, skills, and knowledge to your students' current language proficiency levels. After Stage 3 is fully developed, detailed lessons should be planned using the Next Generation ESL Project's Lesson Plan Template. It is important for educators to finish mapping out the flow and sequence of lessons in this section of Stage 3 before designing detailed lessons. As educators develop the summary, they should consider the following points: • **Alignment**. The lesson sequence on Stage 3 should align with **explicit teaching of the contextualized academic language,** knowledge, and skills that were identified in Stage 1 to help students achieve the unit's FLGs. • **From guided practice to independent language use and application.** It is important to provide students with **ample practice with the contextualized academic language** (knowledge and skills) they need to successfully participate in Stage 2 (CEPA and other	Each lesson's number and title has been listed. **Language objective(s)** for each lesson are included. Each **lesson summary** states "the what." Each **lesson summary** states "the why." In the summary, connections to Stages 1 and 2 are included. Reflection questions were used in the design of lesson summaries.

assessments) and to build depth of knowledge[69] over the course of the unit. The learning sequence articulated in Stage 3 is the opportunity to prepare students for the CEPA, which in part measures independent application and transfer of new knowledge and skills learned in the unit.

- **Logical sequencing.** Stage 3 should logically sequence teaching of the subcomponents and building blocks of the FLGs. These are the subcomponents and building blocks needed for "**systematic, explicit, and sustained language instruction**" in the context of the Frameworks. (See *Definition of the Focus of ESL Instruction in Massachusetts*.) It is important to sequence what contextualized academic language is taught first, second, third, and so on so as to ensure ample practice with language. Determining a logical instructional sequence means taking some time to carefully consider language development in the context of the unit. The following self-test for sequencing instruction (adapted from Heritage, 2008) can help educators develop a logical instructional sequence.

    1. Ensure that you have fully dissected the FLGs to tease out their distinct cognitive and linguistic components. (The FLG Dissection Tool and the Micro Function Dissection Tool can help with this. If needed, revisit the Unpacking Academic Language Chart and Stage 1 to review and re-calibrate prioritization.) You have listed the knowledge and skills students will need to use in order to produce evidence that they are progressing toward the FLGs. You have categorized and prioritized the knowledge and skills.
    2. Write each skill or concept/knowledge on a sticky note.
    3. Rearrange sticky notes until there is a logical progression toward more complex skills and concepts/knowledge. Sticky notes may need to be rearranged a number of times to develop a logical progression. Collaboration with other teachers is strongly encouraged.

The summary should include following information about each lesson:

- Lesson #—Day #: Lesson Title.
- Language objective (S.M.A.R.T. goals).
- Brief overview of lesson:
    - What will students do? Write a summary (one or two sentences) of key learning

The **instructional sequence** provides a logical progression to facilitate a systematic, explicit, focus on language instruction.

[69] For information on the complex mental processes students engage as they interact with content, see "ELL Depth of Knowledge" (RESC Alliance, 2013).

experiences. ○ Make an explicit connection to Stages 1 and 2—e.g., *Students will develop an understanding of…* (G.1). This ensures that your lesson is aligned to those stages. ○ Why will students do it? Brief summary (one or two sentences) of why students are doing this (can be an explicit link to the FLGs). The following reflective questions can help facilitate Stage 3 design and help with self-assessment after Stage 3 has been developed: 1. Does Stage 3 facilitate student language acquisition, meaning-making, and transfer? 2. Is there tight alignment across all three stages? All lessons must tie to unit FLGs in Stage 1 and evidence of learning in Stage 2. 3. How might a series of related activities be combined into tasks which, in turn, can be connected to form a culminating project (CEPA)? 4. Does the learning plan reflect a well-sequenced instructional plan that fosters language growth and meaning-making? 5. What skill or knowledge will be developed in each lesson? 6. How will students process and produce language to create meaning in this lesson? What language will educators see and/or hear students using? *For information on additional considerations for deeper, more meaningful, cognitively challenging instruction (including use of depth of knowledge), see* Teacher Professional Development Rationales and Resources on How to Meet the Language Demands of New College- and Career-Ready Standards *(Shafer Willner, 2014).* *For information on the complex mental processes students engage in as they interact with content, see also "ELL Depth of Knowledge" (RESC Alliance, 2013).*	
After completing the unit plan in Stage 3, double-check it against Stages 1 and 2. For each lesson, mark the goals, understandings, knowledge, skills, etc., that the lesson will help students develop. Note which specific components from Stage 1 are addressed in each lesson. For example, mark S.1, K.1, etc., in the lesson. If a skill is articulated in Stage 1 but not reflected or explicitly practiced in the unit plan, review the lesson sequence to address missing pieces or gaps.	Stage 3 has been double-checked for alignment to Stages 1 and 2. 
At the end of the unit plan, apply the following test as articulated by Wiggins & McTighe: "Could students do all of the learning in Stage 3 but not really be ready to transfer their learning as required in Stage 2?" If the answer is yes, revise Stage 3.	The Wiggins & McTighe test has been applied. 

As you begin considering what text and materials to use in the unit, keeping the ESL context in mind, watch a video on how to select high-quality materials.

4.3 Assessment Framework

4.3.1 Overview

> Just like a photo album typically contains a variety of pictures—some close-ups, some wide-angle shots, some focused portraits, and some including many people—so should our Stage 2 album include a variety of assessments matched to our goals (McTighe & Wiggins, 2012, p. 86).

The Next Generation ESL MCUs incorporate assessment within each step of the curriculum design process, from the collaborative pre-planning stages all the way to the end-of-unit summative performance assessment. Guided by the UbD approach, Universal Design for Learning (UDL) principles, and the project's theory of action, the Next Generation ESL curriculum development process moves practice toward a more integrated, aligned assessment continuum in which both students and teachers actively engage in continuous assessment and analysis of learning. Like a photo album, assessment in the ESL MCUs aims to capture and document language growth in different ways throughout a unit, and over longer periods of instructional time. Figure 6 below shows an overview of this assessment. This progression is enacted as a spiraling continuum of planning, instruction and assessment, analysis, and adjustment.

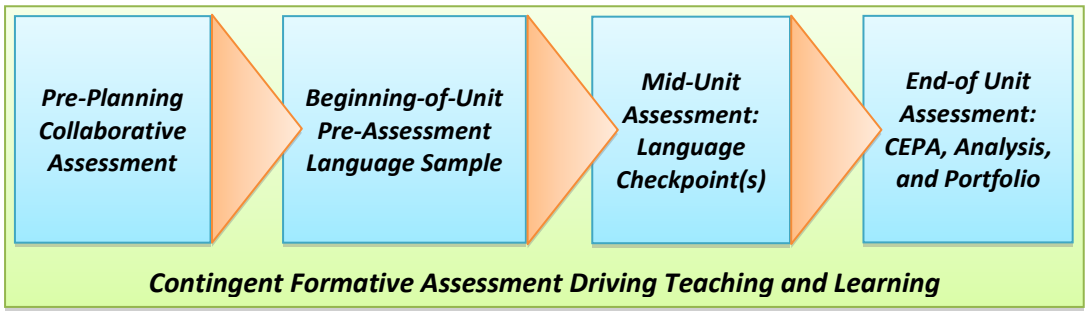

Figure 6: Overview of Assessment in Next Generation ESL MCUs

4.3.2 The Continuum of Assessment in ESL MCUs

The assessment process begins at the pre-planning stage for a new unit, with teachers sharing and analyzing various types of student performance data, evidence from student work, and student prior knowledge. This structured time for collaborative assessment and planning recognizes that language development is a process that takes place over time. Continuous assessment occurs from unit to unit and from year to year as language develops—which means that teachers are constantly assessing students. Therefore, assessments at the beginning of an ESL unit (unless it is the first unit of the school year or intended for a new group of students) are not truly the beginning of the process: rather, they are the next goal-setting cycle where growth and development targets are established.

The following subsections describe assessment across the ESL MCU curriculum development process.

Pre-Planning Stage: Collaborative Assessment

Pre-planning a new unit depends on existing performance artifacts and evidence of language growth, as well as student data and curriculum goals.

Purpose: To be effective, assessment at the pre-planning stage must be collaborative. It must recognize and engage the range of teachers who are collectively responsible for students' overall English language development throughout a day and across a student's program. Depending on the program, this group may include:

- Teachers of ESL, whose instruction focuses on promoting language development—as presented in the *Definition of Focus of ESL Instruction in Massachusetts* in Section 2.2 of this guide.
- Teachers of content, whose instruction focuses on providing access to the Frameworks.
- Teachers in TWI programs, who instruct for bilingualism and biliteracy.
- Teachers of partner language and literacy development in two-way programs that integrate language and literacy with content practices and standards through curriculum, instruction, and assessment.

This collaborative assessment and sharing may be done regularly through PLCs, common planning time, periodic curriculum development sessions, language assessment team meetings, and/or teacher initiative as necessary. Establishing regular, formalized opportunities for collaboration between teachers may lead to more effective long-term assessment planning and a more powerful approach for developing a balanced assessment system (Gottlieb, 2012). Given that both content and language teachers integrate content and language standards to drive and differentiate instruction for ELs, collaboration *must* be supported in curriculum planning—and specifically in the continuous assessment of ELs, if the latter is to be coherent, connected, complete, and conclusive for instructional decision-making.

The Collaboration Tool developed by the Next Generation ESL MCU team was also designed to help with this type of collaborative assessment. It provides a structure for reviewing assessment data and sharing current student performance in order to plan next instructional steps and curriculum goals within the UbD process. The Collaboration Tool and related process for creating FLGs recognize the multiple stakeholders involved in different aspects of EL assessment and the role they play in planning curricula. As a result of this structured and intentional collaboration, the ESL teacher can determine goals and contexts for new ESL units of instruction, including assessment approaches and performance outcomes.

Process: At this pre-planning stage, content and language teachers can collaboratively assess ELs by bringing student work data and examples of student language growth observed, documented, or assessed in their respective classrooms. The Collaboration Tool prompts teachers to share their data, evidence of EL student performance, and contexts for language development and use in their classrooms in a structured way. By analyzing evidence that is gathered across program instructional components, teachers can use this language growth data to inform backward planning from FLGs and the unpacking and prioritizing of academic language skills and knowledge in a unit. The ESL teacher, specifically addressed in this resource guide, can also learn about upcoming content topics and contexts that can be useful for planning sustained and systematic language-focused instruction within rich meaningful content contexts.

Beginning of Unit Assessment: Pre-Assessment Language Sample

Once the contextualized FLGs are determined in Stage 1 and dissected for specific knowledge and linguistic components within WIDA's dimensions of academic language, ESL teachers may elect to develop a mechanism to pre-assess students' academic language skill and knowledge as related to the new unit's specific context. Analyzing student language samples can help teachers plan the instructional sequence, materials, instructional configurations, and supports in a more targeted and differentiated way. Pre-assessment is particularly useful if the unit being developed is the first one of the year, or the first one with a new group of students—both situations in which a teacher is still reviewing data and determining the range of student academic language needs.

Purpose: Effective pre-assessments will be designed to elicit and capture a student's language sample as it relates to the unit goals. This type of sample can be used to analyze a student's current language proficiency and establish baseline data for documenting growth from the beginning to the end of a particular unit—though it can be difficult to measure language growth within the short duration of one unit.

Overall, various data points are gathered and used to inform how the teacher designs and adapts instruction to best serve students' learning trajectories. These pre-assessment samples are generally designed for the teacher, an informal gauge to inform instruction in the unit; they give teachers a diagnostic snapshot of selected aspects of the students' ability to process and produce academic language. Teachers and experts cite the following purposes of pre-assessment (Guskey & McTighe, 2016):

- Identify students' prior knowledge and skill.
- Identify students' interests, talents, and learning styles and preferences.
- Focus student attention on goals, outcomes, and expectations of the new unit.
- Provide a metacognitive foundation for self-monitoring and self-regulation by helping students to connect prior and new learning.
- Prompt ELs to connect conceptual and linguistic repertoires with new content.
- Reveal existing misconceptions.

Process: Before designing a pre-assessment task, the teacher can review the Collaboration Tool's Thinking Spaces 1 and 2, skills and knowledge established in Stage 1, unit outcomes, and the evaluative criteria determined in Stage 2. Reviewing these unit plan components enables the teacher to strategically select academic language from the unit to prioritize and pre-assess.

To ensure that pre-assessment is useful to both teachers and students, pre-assessment tasks must (Guskey & McTighe, 2016):

- Emphasize what things students will learn versus what they currently do not know or cannot do.
- Be used judiciously and efficiently, so as not to waste valuable instructional time.

- Be designed with a clear purpose to measure what students can already to around a unit's language and content context.
- Provide relevant information that can be used to by teachers to inform instruction and by students to self-monitor their progress toward stated goals.

Sample pre-assessment and initial unit/lesson activities: Pre-assessments can be very beneficial to both students and teachers if planned efficiently and with a clear purpose. They are not essential components of Next Generation ESL curriculum, and therefore not all ESL MCUs contain pre-assessments (Guskey & McTighe, 2016). However, all ESL units include rich initial unit and lesson activities that activate and build background knowledge. Effective individual or group initial activities support student readiness to engage with a new unit or lesson, allow students to connect and share what they already know about a topic/essential question, give students a chance to build on their strengths, and elicit language related to the unit's FLGs or lesson's language objective. Many of these activities can also be used for pre-assessment purposes. Thus these activities give the teacher an opportunity to capture student language, analyze it, validate instructional plans, and inform instructional groupings.

Some examples (not exhaustive) of pre-assessments, initial activities and strategies for capturing language samples in ESL units might include:

- Writing or discussing photo prompts
- Generating word walls or picture word walls
- Know–want to know–learn charts and related variations
- Sentence starters and frames
- Think-pair-share
- Turn-and-talk
- Sorting and matching activities
- Observation checklists
- Semantic/concept maps or graphic organizers
- Watching a video with a focus prompt and discussion (grades 6–8)
- Discussing objectives
- Anticipation guides

Analysis and documentation: To show language growth over time, it is important to capture and analyze students' productive language, and to keep electronic samples (such as voice recordings or videos) to show what students can do with oral language. For example, teachers and students can create portfolios showcasing evidence of language performance in order to analyze and document growth throughout a unit and the school year, capturing many snapshots of performance growth and types of evidence. The consistent use of recording can help capture oral language in ways that can be

referred to over time. Capturing video or audio language samples can also help students monitor their own learning compared to expectations. Written language samples can involve the teacher annotating student text, noting language features on individual copies of the WIDA Performance Definitions and/or on a class chart where the teacher keeps a running record of academic language use (e.g., for each student). Teachers and students may keep evidence of language growth that includes specific skills and knowledge from the unit's FLGs and Stage 1 components in portfolios, or may create a different system for documentation and analysis that works for them. Whatever the format chosen for pre-assessment, it should help teachers make decisions about instruction. To help ensure validity of assessments, teachers can collaboratively analyze and assess student work to calibrate success criteria and acceptable evidence of development toward FLGs.

Mid-Unit Assessment: Language Checkpoint(s)

The language checkpoint is a mid-unit student language sample and benchmark assessment aligned to the unit's FLGs, evaluative criteria, and CEPA. Language checkpoints gauge progress toward evaluative criteria assessed through the end-of-unit CEPA, so they can be considered a form of formative assessment. However, they differ from in-the-moment formative assessment and adjustments made during instruction because they represent a more formalized time when the teacher steps back to analyze language samples gathered through the checkpoint. Teachers may create additional language checkpoints throughout a unit as necessary.

Purpose: A language checkpoint offers a snapshot of how a student has made progress toward selected aspects of academic language related to the FLGs during the unit. Like other formative assessments, language checkpoints gather data to inform instructional adjustments. This type of assessment highlights the dynamic aspect of curricula: it is assessment *for learning*, whereas the CEPA is designed as assessment *of learning*.

Process: Academic language assessed in a language checkpoint should be directly related to the FLGs, the pre-assessment, and end-of-unit assessments like the CEPA. The language checkpoint gives both teachers and students information about language progress over multiple lessons, informing teachers what descriptive feedback students may need, in relation to evaluative criteria in the unit. Students can self-assess and peer-assess productive language as part of the language checkpoint (which encourages ownership of their learning trajectory). For teachers, data gathered through the language checkpoint can be used to guide next instructional moves.

Sample Language Checkpoint from a Next Generation ESL MCU:

Gr 9–12, ELP 1–2: *Exploring Topics: African American Civil Rights Movement*

Focus Language Goals:

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 own claims.

Language Checkpoint: Lesson 4, Day 6
Linguistic supports are available throughout the room: word walls, word banks, labeled images, student-friendly definitions, bilingual dictionaries, etc.

During the Lesson: "Now that we have practiced identifying claims supported by evidence, let's practice creating and discussing our own statements supported by evidence."

1. Model an academic conversation with a student or another teacher. If modeling with another student, work with a prepared script to illustrate taking turns and building on each other's ideas. Consider co-creating an academic conversation norms chart with students after debriefing the conversation.
2. Review discussion norms and the sentence frames that will be used: "_____ is inspiring because _____; _____ is important because ____; _____ is powerful because _____."
3. "Let's take some time to form our opinion statements supported by evidence." Model a few examples of how to do so with a think-aloud and sentence frames: "I think this image is powerful because it shows school desegregation. The Brown v. Board of Education decision is important because it desegregated the schools." Have students view images and/or statements about the Civil Rights Movement while modeling.
4. Ask pairs or small groups of students to use the sentence frames and word banks to create opinion statements supported by evidence about the Civil Rights Movement. Provide options for action such as using a computer and/or text-to-speech software. Have students work with a partner, discussing their opinions about the Civil Rights Movement. Some additional sentence starters that students could use are: "I think _____ because _____; I believe_____ because _____; In my opinion____; I agree because____; I disagree because _____."
5. As students are working, confer with them one by one. Observe and assess their use of language using meaningful conversation prompts. Look for evidence of specific language skills and knowledge such as student choice of when and how to use present- and past-tense verbs, descriptive adjectives, supporting opinions with evidence, content-specific vocabulary, and application of collaborative discussion norms. Use this formative assessment to inform and adjust instruction.

Analysis and documentation: As with pre-assessments, teachers can measure students' productive language in terms of the unit's FLGs by recording (via notes, video, or audio recording) and keeping this evidence to show what students "can do" with language and to illustrate growth throughout a unit and the school year. Teachers can calibrate and analyze oral and written student work collaboratively to deepen competency at analyzing and teaching academic language features.

Continuous Unit Assessment and Feedback: Formative Assessment

When English learners are supported to continuously engage in communicative acts in language-rich environments, they have the opportunity to actively co-construct knowledge and language. From this perspective, next generation ESL encourages contingent formative assessment, where teachers

continuously make decisions about how to deliver instruction and interact with students by providing feedback gathered through formative assessment.

Formative assessment, then, is not a measurement act for grading, but should instead be integrated into the ongoing social process of teaching and learning (Heritage, Linquanti, & Walqui, 2015). This dynamic process of assessment, timely feedback, deployment of expert scaffolding, and adjustment of instruction enables teachers to plan with longer-term unit goals as a guide, but also to tailor and adjust the curriculum to their students' in-the-moment learning process, while it is happening, through formative moves that help students make progress toward the end-of-unit expectations. This act of assessment acknowledges both the planned and contingent aspects of assessment highlighted in the Next Generation ESL Project's theory of action.

This dual "planned yet flexible" approach to curriculum and assessment can help teachers address the variability among English learners. Regardless of what proficiency level is attached to a particular student's performance, this approach emphasizes how a dynamic curriculum must be responsive to the learning process as teachers and students engage with written unit or lesson plans.

Moreover, formative assessment can create the teaching and learning space that also acknowledges how language development is not a simple linear process, but rather a more complex series of actions that requires sustained, explicit, and systematic processes of feedback, scaffolding, and constant adjustment through meaningful interaction (Heritage, Linquanti, & Walqui, 2013).

Purpose: Teachers can use the process of formative assessment to "recognize and respond to student learning, in order to enhance that learning, during the learning" (Bell & Cowie, 2001). Formative assessment can be structured as planned learning or performance tasks embedded into instruction. Assessment then happens during instruction, with "in the moment" analysis of student understanding by the teacher, who reacts with feedback to students or with a next instructional move, support, or scaffold. This gives students a steady flow of information about their learning in relation to lesson objectives and unit goals.

Process: Formative assessment is best done in the true spirit of the root word for "assess," *assidere*, meaning *to sit beside* a student to guide next steps for learning. This root word highlights an important aspect of assessment: it is something that should be done with and for students during instruction (Heritage, 2010; MacDonald et al., 2015). An effective formative assessment process provides contingent, timely feedback. Feedback can help guide students to close the gap between where they are and where they need to go in the instructional progression. In other words, it closes the gap between current performance and next step outcomes in a learning trajectory (Heritage, 2007).

Effective Feedback: Considerations and Recommendations[70]

- Students must be able to *use* feedback gathered from formative assessment to improve their learning.
- Feedback needs to be tailored to students' varied points of development (Hattie & Yates, 2014). It should respond to a student in a particular moment, given his or her specific needs.
- Effectiveness in guiding students with feedback begins with clarity and explicitness about unit goals, or what matters most for students to know and be able to do at the end of a unit. Feedback should align to those explicit goals and criteria for success.
- Feedback should take into consideration the human aspect or interaction between a teacher and a student. Tomlinson recommends that written feedback be like a conversation assuming future response and further interaction and growth, not just a one-sided grade or mark (Tomlinson, 2016).
- Feedback should be provided with care, building student agency and self-regulation over time, in addition to moving the student to the next step in the instructional sequence.
- Students need to understand the purpose for feedback and how it is an ongoing process of learning. They often need coaching to see feedback this way. Therefore, feedback should be a frequent and continuous interaction between students and the teacher.

Sample formats for formative assessment: There are many ways to assess formatively. Learning logs or student journals, for example, can provide students with ownership and show growth over time. Other examples (used in the Next Generation ESL MCUs) include:

- Turn-and-talks
- Think-pair-shares
- Reciprocal teaching
- Sentence starters
- Oral discussions
- Drawings and/or illustrations
- Cloze exercises
- Vocabulary quilts
- Foldable graphic organizers
- Total physical response activities
- Gallery walks
- Exit tickets
- Storyboards

[70] See Tomlinson, 2016; Wiliam, 2016.

- One-on-one conferences with students

The variety of assessments provides multiple opportunities to measure language growth across different domains and to attend to differences and variability by providing multiple means of representation, action and expression, and engagement in learning and assessment tasks as suggested by UDL principles.[71]

Analysis and documentation: Formative assessments quickly provide information about, from, and for learning, and therefore immediately inform teachers and students of progress toward established goals. Teachers can document formative assessment data through checklists and observation notes. Students should be encouraged to self-assess and peer-assess through meaningful and aligned formative assessment activities that are embedded into instruction, such as those suggested above. Formative assessments should build toward more interim or summative measures (such as the CEPA), so that they are not seen as "gotchas" but rather as intentional sequences of activities with contingent feedback that are shared explicitly between teacher and student. This type of assessment builds toward a language-rich, authentic experience that supports students and helps them demonstrate learning.

Ongoing Assessment Documentation and Evidence

In a successful unit of study, well-designed assessment in Stage 2 can help teachers gauge and track students' language development throughout a unit of instruction. These assessments should be used to drive student learning and responsive teaching and planning. They should lead to targeted feedback that is effective in moving the students toward learning goals. Over longer periods, documentation of growth can be used with standards-based grading systems to support educational decisions and curriculum planning. A suggested approach to documenting growth in language development over time is to create portfolios, binders, electronic student work capsules, or language development "albums" that include formative, interim, and summative forms of assessment, with reflections on their purpose, highlighting how students have met evaluative criteria and standards. Documentation of language development over time ensures that students have multiple opportunities to reflect on and see their academic language growth as it is built and enriched within a unit of instruction and across a series of units over time.

For samples of formative assessments for ELs, watch "Assessment for ELLs" and "Participation Quiz: Real Time Feedback."

End-of-Unit Assessment: Curriculum Embedded Performance Assessment

Effective CEPAs are rich, culminating performance assessments in which students demonstrate the knowledge and skills established as part of a unit's goals in meaningful and authentic ways through multiple modalities. Throughout a school year, unit-level CEPAs become interim assessments to showcase students' academic language development over time.

[71] For more information about UDL approaches in the Next Generation ESL MCUs, see Section 6.3.

Purpose: A CEPA is intended to provide a summative unit assessment of learning, based on evaluative criteria established in connection to Stage 1 desired outcomes and FLGs. It is an authentic performance task or set of tasks that gives students an opportunity to transfer learning and demonstrate competency with the FLGs within a meaningful real-world context and application. It takes place during or after relevant instruction and can take up to several days. CEPA products or performances are examined for evidence of student acquisition of the knowledge and skills derived from targeted FLGs. Expectations for performance, including evaluative criteria and a rubric, should be shared with students in advance.

Process: The CEPA is intentionally designed to give students the opportunity to demonstrate they have met unit goals and evaluative criteria through a performance or set of performances and tasks. A rubric with the evaluative criteria should be shared with students as they prepare and engage in the CEPA. The teacher then uses task rubrics to score the CEPA, measuring growth toward the FLGs, skills, and knowledge of the unit. Where possible, exemplars of student work should also be shared with students in advance to make expectations visible and support self-monitoring and self-assessment as students prepare their performance, task, or product.

As the CEPA is designed, teachers can differentiate tasks for varying ELP levels of students within a class by transforming WIDA Model Performance Indicators (WIDA, 2012a) into new performance indicators aligned to the unit's desired outcomes. Performance indicators contain the language function articulating the key use for academic language, the context for use in the CEPA, and a support appropriate to student needs and proficiency level. When designing a CEPA, teachers should attend to potential barriers to student performance by considering multiple means of representation, action and expression, and engagement, as UDL principles suggest. CEPA performance indicators can also help with this task. Overall, performance indicators highlight differentiation and built-in supports/scaffolds for full participation, and can showcase the application of UDL principles to address learner variability.

Section 4.3.3 of this guide contains a CEPA Development Tool. Also useful are ESE's videos on CEPA and using rubrics.

Below are sample CEPA (Stage 2) and related Stage 1 components from "Access to Clean Water," an ESL MCU for grades 6–8, ELP 1–2.

Stage 1		
Focus Language Goals/Standards: G.1 DISCUSS by stating opinions/claims about a substantive topic. G.2 EXPLAIN causes and effects to create evidence-	**KNOWLEDGE: Academic Language** *Students will know…* K.1 Signal words of cause and effect can clarify meaning (e.g., *because, since, as a result*). K.2 Signal words of sequence of events can clarify meaning (e.g., *first, next, then, finally*). K.3 A mix of facts/evidence and	**SKILLS: Academic Language** *Students will be skilled at…* S.1 Using and recognizing the signal words for cause and effect and sequence. S.2 Discussing and writing opinions/claims and supporting ideas with facts/evidence in order to present a point of view. S.3 Presenting claims and findings,

based claims.	opinions/claims effectively support a message. K.4 Powerful communication requires fluency, eye contact, and appropriate body language. K.5 Visual information in addition to text can support a message effectively. K.6 A combination of technology, visuals, text, and original ideas will make an effective PSA. K.7 Academic conversations develop speaking and collaboration skills and familiarity with conversation norms, and will lead to sound academic performance. K.8 Simple present tense structure (interrogative, negative and positive), and auxiliary and modal verbs (e.g., *can, should, must*). K.9 Content-specific vocabulary (e.g., *access, responsibility, human rights*).	emphasizing points with descriptions, facts/evidence, details, and examples; using appropriate eye contact, adequate volume, and clear pronunciation. S.4 Including multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. S.5 Engaging in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (Adapt for the student grade band in your classroom, e.g., 6–8.) S.6 Following rules for collegial discussions and defining individual roles as needed. S.7 Demonstrating command of the conventions of standard English grammar and usage when writing or speaking.

Stage 2	
EVALUATIVE CRITERIA	**CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (Performance Tasks)**
• Accurate use of topic vocabulary in context (e.g., *access*, *responsibility*, *human right*). • Effective use of cause and effect language (e.g., *because*, *since*, *as a result*). • Appropriate construction and use of fact/evidence and	*As a result of:* • Reading abridged articles about access to clean water • Drawing conclusions about graphs, charts, and videos about access to clean water • Analyzing and using the language of facts/evidence and opinions/claims • Analyzing and using the language of cause and effect • Identifying and using sequence signal words • Studying simple present tense statements, and questions with auxiliary and modal verbs *Students will be able to write a script and create a PSA video about the challenges to and benefits of access to clean water around the world. They will be able to:* • Discuss opinions/claims and facts/evidence about clean water access.

opinion/claim statements. • Student use of language at the discourse, sentence, and word/phrase levels at the expected level of linguistic complexity.	• Use cause and effect language to explain the effects of a lack of access to clean water. • Use cause and effect language to explain the benefits of access to clean water. • Make linguistic choices (considering discourse, sentence, and word/phrase dimensions) about how to best process and produce language regarding the issue of access to clean water. *PSA:* **G**oal—Raise awareness of the global clean water access problem. **R**ole—Advocate for clean water access. **A**udience—School community on World Water Day (March 22) with an optional fundraising component. **S**ituation—You have been asked to present the challenges to and solutions for those in countries without access to clean water in a PSA. **P**roduct performance and purpose—You are writing, appearing in, and designing a PSA to raise awareness in the school community about the world clean water crisis. *Reflection:* Yes/no question checklist

4.3.3 CEPA Development Tool

Alignment and Analysis	
___ 1. Review Focus Language Goals *Incorporating macro functions or Key Uses of Academic Language, micro functions, key academic practices, and/or content standard stem.*	**___ 2. Review Priority Skills and Knowledge**
___ 3. Review and Refine Evaluative Criteria *Evaluative criteria are indicators of when a student has attained the FLGs, skills, and knowledge of the unit listed in Stage 1. Write down examples of what you should read, hear, or see from students to know whether they have truly learned and/or understood Stage 1 FLGs and related academic language knowledge and skills.*	

Creating the CEPA		
4. Brainstorm different products, performances, or tasks that would capture the evaluative criteria listed above and provide an engaging, authentic way to demonstrate new language learning.		
5. Choose the best products, performances, or tasks to give students an opportunity to show they have learned unit FLGs, and can *transfer* learning to new tasks and contexts independently. *(For ideas, see model units.)*		
6. Note any sociocultural implications based on your students; adjust tasks as necessary.	**7. Note considerations for multiple means of representation, action and expression, and engagement (UDL).**	
8. Describe the resulting CEPA:		
9. Identify differentiation/supports and scaffolds by ELP Level: *(Please consult WIDA for more guidance on developing Model Performance Indicators.)*		
Level 1:	**Level 2:**	**Level 3:**

Tips for Designing Stage 2

Stage 1	Stage 2 Evaluative Criteria	Stage 2 CEPA
If the **desired result** is for learners to_____	then you need **evidence of the students' ability** to_____	the **assessment** needs to be something like_____.

(Adapted from McTighe & Wiggins, 2011, p. 97.)

Other Assessments

Assessments of knowledge or skill or other goals that are not otherwise assessed by the CEPA (McTighe & Wiggins, 2001, p. 24).

Other evidence specifies exactly what will be assessed or observed rather than simply listing a type of assessment (e.g., quiz, teacher observation).

Rubric

To analyze and score the CEPA, the rubric is based on the evaluative criteria. It is designed to identify whether and/or to what extent students have met the desired results. For more information on rubrics, watch "Assessment of English Language Learners."

WIDA Model Performance Indicators/Performance Indicators

To have a fair and equitable assessment of desired results for students at different levels of English proficiency, performance on the assessment may be described and differentiated for ELs by creating performance indicators based on proficiency level.

These indicators can serve different purposes in this unit:

- To inform how the rubric is designed and scored for students at different proficiency levels.
- To identify different supports for ELs during a CEPA based on proficiency level. Supports used within CEPA should be familiar supports used in daily instruction.
- To articulate the language progression of the academic language function targeted in the FLG, for each proficiency level targeted in the unit and within the sociocultural context of the unit.

4.4 Additional Tools at the Unit Level

4.4.1 Focus Language Goal Dissection Tool

<table>
<tr><td colspan="2">1. Verbs, nouns, adjectives
Looking at these may help identify key elements of the student evidence for outcomes, standards, and FLGs.</td></tr>
<tr><td colspan="2">1a. Determine and define key terms within the FLGs or salient content standards. What distinct concepts are embedded in the FLGs or salient content standards?

1b. What questions do the focus language goals raise? How can the collaborative team answer them?

1c. How can teachers explain the FLGs in student-friendly language? Write this down.

1d. Repeat until all embedded concepts are identified and can be explicitly communicated to teachers and students.</td></tr>
<tr><td>2. What students need to know and be able to do in relation to the distinct concepts
Use the information above to determine the following.</td><td>3. Evidence
How might students demonstrate mastery within their language trajectory?</td></tr>
<tr><td>2a. Deep, enduring understandings
Essential truths that give meaning to the contextualized language in the unit. Stated as a full sentence: “I want students to understand that…” (not how or why)</td><td>Students will be able to…</td></tr>
<tr><td>2b. Essential question(s)
Examples include how, why, or which is best.</td><td></td></tr>
<tr><td>2c. Know “that”
Nouns to express knowledge.</td><td></td></tr>
<tr><td>2d. Be able to do “how”
Verbs to express skills—basic skills, linguistic skills, analytical skills, skills of independence, social skills, skills of production, etc.</td><td></td></tr>
<tr><td colspan="2">4. Examine interconnections and find overlapping relationships to categorize knowledge, skills, and the evidence that you expect to see in student work
Your categories can help you sequence and make instructional decisions. What might the learning progression look like?</td></tr>
</table>

4.4.2 Micro Function Dissection Tool[72]

In addition to forms and features of language, it is important to highlight cognitive tasks that must also be considered when thinking about implications embedded in the micro functions. For example:

<table>
<tr><th>Micro Function</th><th>Subcomponents</th><th>Implications for Academic Language at Targeted ELP levels</th></tr>
<tr><td rowspan="3">Sequence</td><td rowspan="3">1. Read.
2. Identify key information and/or details—e.g., highlight, underline, tag, annotate.
3. Gather/record information.
4. Determine/clarify how to classify/organize/sequence the information.
5. Sequence.
6. Explain how information is organized/sequenced and why.</td><td>Discourse Level
Use temporal and linking words to do the following:
• Identify and name key ideas and sequences of events and ideas.
• Organize and sort information.
• Retrace or restart a sequence being received.

Add more forms and features of language as needed.</td></tr>
<tr><td>Sentence Level</td></tr>
<tr><td>Word/Phrase Level</td></tr>
</table>

The sample chart below provides examples that capture the implicit complexity of possible subcomponents for each of the micro functions. The intent is to make subcomponents more explicit to identify relevant academic language needs. Note that:

- The term "read" refers to any cognitive task where students are asked to acquire, observe, interpret, listen, etc., and need to comprehend information. This could be through any medium—e.g., written text, speech, visual images, charts.
- Most micro functions have the same steps at the beginning. This is deliberate: students need time to receive and process some type of information, which often entails reading with some clarity of purpose. The latter part of each sequence of steps emphasizes what students need to produce.

[72] Developed by Kevin Perks at WestEd.

Micro Function	Sample Subcomponents
Cause/ Effect	1. Read. 2. Identify key information and/or details—e.g. highlight, underline, tag, annotate. 3. Gather/record information. 4. Label essential information as causes or effects (or both in the case of causal chains). 5. Explain the cause and effect relationship between and across the essential details.
Classify	1. Read. 2. Identify key information and/or details—e.g. highlight, underline, tag, annotate. 3. Gather/record information. 4. Organize/sort the information into separate categories. 5. Name the system of classification. 6. Explain the rationale or logic used to classify.
Compare/ Contrast	1. Read. 2. Identify key information and/or details—e.g., highlight, underline, tag, annotate. 3. Gather/record information. 4. Organize/sort the information into separate categories. 5. Identify similarities between the categories. 6. Identify differences between the categories. 7. Explain the similarities and differences.
Contradict/ Disagree	1. Read. 2. Identify key information and/or details—e.g., highlight, underline, tag, annotate. 3. Gather/record information. 4. Identify flaws or inaccuracies in the information. 5. State and describe the flaws or inaccuracies (e.g., "The speaker is incorrect about…because…").
Describe	1. Read. 2. Identify key information and/or details—e.g. highlight, underline, tag, annotate. 3. Gather/record key information, concepts, and/or ideas. 4. Identify/list specific characteristics of key information, concepts, and/or ideas. 5. Use characteristics of specific key information, concepts, and/or ideas to describe.
Elaborate	1. Read. 2. Identify key information and/or details—e.g., highlight, underline, tag, annotate. 3. Gather/record information. 4. Organize/sort the information into essential and non-essential categories. 5. Determine main idea of essential information. 6. Summarize information by stating main idea and using essential and non-essential details to explain it.
Evaluate	1. Identify the elements to be evaluated. 2. Identify the criteria that will be used to evaluate the elements. 3. Read. 4. Identify key information and/or details related to the key elements—e.g. highlight, underline, tag, annotate. 5. Gather/record information. 6. Determine the extent to which each element meets criteria. 7. Make a generalization about the extent to which all elements meet criteria. 8. Use data to support generalization.

Identify/ Name/ Label	1. Read. 2. Identify key information and/or details—e.g. highlight, underline, tag, annotate. 3. Gather/record key information or details. 4. Name or label key details. 5. Explain why specific information is labeled as such.
Inquire	1. Generate a question. 2. Read. 3. Identify key information and/or details that relate to the question—e.g. highlight, underline, tag, annotate. 4. Gather/record information.
Justify	1. Read. 2. Identify key information and/or details—e.g., highlight, underline, tag, annotate. 3. Gather/record information. 4. Make a generalization about the information. 5. State the generalization as an evidence-based claim. 6. Use key information and details to support the claim. 7. Explain how the information and details support the claim (reasoning/warrant).
Predict	1. Read. 2. Identify key information and/or details—e.g., highlight, underline, tag, annotate. 3. Gather/record information 4. Identify/make a generalization about the relationship(s) between key information. 5. Based on the understanding of relationships between essential information and details, make an evidence-based prediction(s).
Sequence	1. Read. 2. Identify key information and/or details—e.g. highlight, underline, tag, annotate. 3. Gather/record information. 4. Determine/clarify how to organize/sequence the information. 5. Sequence. 6. Explain how information is organized/sequenced and why.
State Opinion/ Claim	1. Read. 2. Identify key information and/or details—e.g., highlight, underline, tag, annotate. 3. Gather/record information. 4. Make a generalization about the information. 5. State the generalization as an evidence-based claim.
Summarize	1. Read. 2. Identify key information and/or details—e.g., highlight, underline, tag, annotate. 3. Gather/record information. 4. Organize/sort the information into essential and non-essential categories. 5. Determine the main idea of essential information. 6. Summarize information by stating the main idea and using essential details to explain it.

4.4.3 Unpacking Academic Language Chart

This chart was designed to help educators consider the WIDA Features of Academic Language at the unit and lesson levels. As educators choose standards-based contexts, topics, themes, and texts for units and lessons, this resource prompts them to consider what language students will be expected to process and produce at their particular ELP levels. It is important for educators to continuously calibrate their expectations using the WIDA Performance Definitions as well as multiple data points derived from current student work.

The chart can be useful at different points throughout the unit development process: as FLGs are designed using the Collaboration Tool; when unpacking academic language embedded in FLGs to determine the linguistic and conceptual knowledge and skills driving the unit in Stage 1; when considering the progression of language instruction during Stage 3 development; and as the unit's targeted academic language is unpacked, planned, and sequenced in each lesson plan.

	Performance Criteria	Features	Can ALREADY do	Ready to Learn NOW	Will Learn LATER
Discourse Dimension	**Linguistic Complexity** *(Quantity and variety of oral and written text)*	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas			
Sentence Dimension	**Language Forms and Conventions** *(Types, array, and use of language structures)*	Types and variety of grammatical structures Conventions, mechanics, and fluency Matching of language forms to purpose/perspective			
Word/ Phrase Dimension	**Vocabulary Usage** *(Specificity of word or phrase choice)*	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations			

The following juxtaposition of Performance Definitions from WIDA and from the Council of Chief State School Officers (CCSSO) was helpful to writing teams as they unpacked academic language.

WIDA Performance Definitions—Discourse Dimension: Linguistic Complexity *At each grade, toward the end of a given level of ELP, and with instructional support, ELs will process and produce the following within sociocultural contexts for language use.*				
Level 1—Entering	**Level 2—Emerging**	**Level 3—Developing**	**Level 4—Expanding**	**Level 5—Bridging**
RECEPTIVE • Single statements or questions • An idea within words, phrases, or chunks of language PRODUCTIVE • Words, phrases, or chunks of language • Single words used to represent ideas	RECEPTIVE • Multiple related simple sentences • An idea with details PRODUCTIVE • Phrases or short sentences • Emerging expression of ideas	RECEPTIVE • Discourse with a series of extended sentences • Related ideas PRODUCTIVE • Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	RECEPTIVE • Connected discourse with a variety of sentences • Expanded related ideas PRODUCTIVE • Short, expanded, and some complex sentences with emerging complexity • Organized expression of ideas with emerging cohesion	RECEPTIVE • Rich descriptive discourse, with complex sentences • Cohesive and organized related ideas PRODUCTIVE • Multiple, complex sentences • Organized, cohesive and coherent expression of ideas
From the CCSSO's *Proficiency Level Descriptors for English Language Proficiency Standards* (Shafer Willner, 2013b) *What amount of content-specific language can be quickly processed or easily produced?*				
• simple information about an event, experience, and/or topic • short sentences composed of simple or predictable phrases or sentences • limited (i.e., initial) cohesion among sentence structures	• a brief sequence of events in order and/or introduction of a topic with supporting details • multiple, related, simple sentences containing content-area descriptions in grade-appropriate text or word problems • loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases	• related events, ideas, and/or opinions (may retrace or restart an explanation being received or produced) • 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	• related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated explanation) • multiple paragraphs containing a variety of sentences on grade-appropriate content-area text • increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing)	• complex sequences of events, ideas, opinions, and/or steps in a process (demonstrates stamina in receiving or providing an elaborated explanation) • multiple paragraphs, chapters, and essays on grade-appropriate content-area text • accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events

WIDA Performance Definitions—Sentence Dimension: Language Forms and Conventions *At each grade, toward the end of a given level of ELP, and with instructional support, ELs will process and produce the following within sociocultural contexts for language use.*				
Level 1-Entering	**Level 2—Emerging**	**Level 3—Developing**	**Level 4—Expanding**	**Level 5—Bridging**
RECEPTIVE • Simple grammatical constructions (e.g., commands, Wh-questions, declaratives) • Common social and instructional forms and patterns PRODUCTIVE • Simple grammatical constructions (e.g., commands, Wh-questions, declaratives) • Phrasal patterns associated with common social and instructional situation	RECEPTIVE • Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas PRODUCTIVE • Formulaic grammatical structures and variable use of conventions • Repetitive phrasal and sentence patterns across content areas	RECEPTIVE • Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas PRODUCTIVE • Repetitive grammatical structures with occasional variation and emerging use of conventions • Sentence patterns across content areas	RECEPTIVE • A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas PRODUCTIVE • A variety of grammatical structures and generally consistent use of conventions • Sentence patterns characteristic of particular content areas	RECEPTIVE • Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas PRODUCTIVE • A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect • A broad range of sentence patterns characteristic of particular content areas
From the CCSSO's *Proficiency Level Descriptors for English Language Proficiency Standards* (Shafer Willner, 2013b) *How much information is packed within a sentence structure (clause) or sentence?*				
syntactically simple sentences including: • 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 wh-questions, declaratives) • common social and instructional patterns or forms	combinations of simple sentence structures including: • 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 areas	descriptive sentences characterized by frequently occurring complex sentence structures including: • 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 areas	descriptive sentences characterized by increasingly complex sentence structures including: • 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	descriptive sentences characterized by wide variety of sophisticated sentence structures including: • verb tenses 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

WIDA Performance Definitions—Word/Phrase Dimension: Vocabulary Usage *At each grade, toward the end of a given level of ELP, and with instructional support, ELs will process and produce the following within sociocultural contexts for language use.*				
Level 1-Entering	**Level 2—Emerging**	**Level 3—Developing**	**Level 4—Expanding**	**Level 5—Bridging**
RECEPTIVE • General content-related words • Everyday social and instructional words and expressions PRODUCTIVE • General content-related words • Everyday social and instructional words and familiar expressions	RECEPTIVE • General content words and expressions, including cognates • Social and instructional words and expressions across content areas PRODUCTIVE • General content words and expressions (including common cognates) • Social and instructional words and expressions across content areas	RECEPTIVE • Specific content language, including expressions • Words and expressions with common collocations and idioms across content areas PRODUCTIVE • Specific content words and expressions, including content-specific cognates • Words or expressions related to content areas	RECEPTIVE • Specific and some technical content-area language, • Words and expressions with multiple meanings or collocations and idioms for each content area PRODUCTIVE • Specific and some technical content-area language • Words and expressions with multiple meanings or common collocations and idioms across content areas	RECEPTIVE • Technical and abstract content-area language • Words and expressions with shades of meaning for each content area PRODUCTIVE • Technical and abstract content-area language, including content specific collocations • Words or expressions with precise meaning related to content area topics.
From the CCSSO's *Proficiency Level Descriptor for English Language Proficiency Standards* (Shafer Willner, 2013b) *What is the range and specificity of words, phrases, and expressions used at the vocabulary level?*				
a limited (i.e., initial) range of simple vocabulary including: • 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 definition of words • frequently occurring pronouns used with initial control (and occasional misapplications) • nonverbal communication	a simple vocabulary including: • 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 increasing 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	a developing vocabulary including: • 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 (i.e., *electricity from electric*), 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., *who*, *whom*, *which*, *that*), relative adverbs (e.g., *where*, *when*, *why*) • transparent idioms with developing grammatical complexity	a wider vocabulary including: • a 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., *myself*, *ourselves*) • semi-transparent idioms (i.e., expressions in which the link between literal and figurative meaning is less obvious) with increasing grammatical and figurative complexity	a wide vocabulary including: • a larger proportion of vivid, less frequently occurring words and phrases • precise derivations of words and phrases regardless of context, such as general, specific, technical, and abstract content-related vocabulary, cognates, content-specific collocations, and figurative language • precise use of intensive pronouns opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity

Also helpful was Table 1 from the CCSSO's "**Proficiency Level Descriptors for English Language Proficiency Standards**" (Shafer Willner, 2013b):

By the end of each ELP level, an ELL can…					
	1	**2**	**3**	**4**	**5**
[Performance Learning Definitions] Summary	• show limited control of English when participating in grade-appropriate classroom activities • convey simple information, using simply constructed phrases and sentences with a limited range of vocabulary	• show emerging control of English when participating in grade-appropriate classroom activities • convey briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary	• show developing control of English when participating in grade-appropriate classroom activities • use related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary	show increasingly independent control of English when participating in grade-appropriate classroom activities • convey related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary	• show independent control of English when participating in grade-appropriate classroom activities • convey 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

4.4.4 Sociocultural Implications

All curricula, especially for ELs, must be designed with the sociocultural context in mind. This involves thinking about the interaction of the student (including his or her identity, knowledge, culture, proficiency in English and home languages, literacy level, academic readiness, beliefs, values, and experiences) with the given academic contexts (including register, genre/text type, topic, and task/situation, and the student's relationship to other participants' identities and social roles). In fact, language itself invokes a sociocultural context and provides a setting for further expression of ideas.

Within currently developed ESL MCUs, academic environments for learning language may present new sociocultural contexts for students, each with its own rules, expectations, behaviors, registers, tools, symbols, and technologies that are not always familiar or obvious to ELs. Educators need to carefully consider these aspects of curricular design in order to make implicit cultural and linguistic expectations are more explicit and ensure student engagement in learning.

Educators must think about the cultural nuances, ethnocentrisms, or assumptions associated with the academic language, content context, or academic practice expected in a unit. In addition, educators should consider different ways ELs might express concepts and skills embedded in the unit, and then provide for multiple pathways for student engagement, representation of knowledge, and expression.[73]

The following chart, adapted from WIDA trainings delivered in Massachusetts, prompts the teacher to think about language as sociocultural context for guiding curriculum, instruction, and assessment.

Register	*Register* refers to the different ways in which language is used and how it varies depending on who is part of the communication. Questions to consider: • Who is the audience? • Is communication formal or informal? • How does the language change depending on who is in the conversation? How do people in the conversation shape the language choices used to communicate? • What prior experiences with this register can we capitalize on?
Genre/text type	*Genre* refers to the specific and particular type(s) of text or discourse and its particular purposes. For example, students engage in different genres when participating in group interactions in the library and participating in a Socratic seminar in the classroom. Likewise, different genres are at play in a math textbook and a social studies primary source. Questions to consider: • What is the subject matter?

[73] For more information about multiple means of engagement, representation, and action and expression, see Universal Design for Learning.

	• How is language used and organized in that subject matter/topic? • What may be new or unfamiliar to students about this particular genre or text type?
Topic	*Topic* refers to the theme or content in which learning takes place. For example, one ESL MCU focuses on the language used to describe animals and their habitats while another focuses on language used to write newspaper articles. Questions to consider: • What is the topic of the conversation, text, or task? What is it about? • What might be new/unfamiliar about the topic? • What prior experiences might students have with this topic?
Task/situation	*Task* or *situation* refers to the specific activity that elicits the processing or production of language. For example, the task of creating a PSA on an issue related to clean water access requires more specialized language than the language need to participate in an informal conversation where students brainstorm ways they use water every day with a small group. Questions to consider: • What type of language does this task or situation require? Formal? Informal? Technical? • What is the purpose for using language in this particular task? • What social norms affect this task and what supports might students need?
Identities/social roles	*Identities* and *social roles* refer to the positioning of the learner within learning environment, in a situation, or among other people. The use of language changes based on the speaker's identity and social role of the speakers, the situation, and the register. For example, notions of how one should interact with a teacher can vary across cultures. Questions to consider: • How is the environment organized? • How is the role of the participant communicated or implied? • How does the language change depending on who is speaking? How might the curriculum acknowledge students' cultures and identities? • How are students expected to communicate? In what ways will their identity influence their use of language? • Will students assume new roles during the communication? Are they prepared to do so? • What roles and identities are students being asked to take, and how does that bring into focus the purpose for using language? For example, are students being asked to take on the role of scientists, mathematicians, critical thinkers, problem solvers, innovators, citizens, entrepreneurs, etc.?

Sample sociocultural implications related to existing ESL MCUs:

- **Register:** Delivering an oral presentation to the whole class may be a new concept for certain ELs, so this could be a new role for them.
- **Topic:** Animals are valued differently in different cultures. Also, depending on the history and region from which students come, particular topics may evoke strong emotional responses.

- **Task/situation:** Some students may be more comfortable expressing themselves in words, short phrases, or simple sentences. Some students may need explicit instruction in classroom culture/climate, as well as common instructional activities used in American classrooms such as partner work, small group work, whole class discussion, and individual presentation.
- **Identities and social roles:** Some students may not be familiar with American cultural norms of turn-taking and classroom conversation etiquette. Like most students, ELs may need direct instruction to acquire academic conversation skills and roles.

4.4.5 Unit Validation Protocol[74]

Purpose

The purpose of this protocol is to ensure that units of study created from standards validly support high-quality, efficient, and cohesive instruction and assessment.

Preparations and Materials

- Time: 60–90 minutes.
- Copies of the unit.
- Copies of the FLG Dissection Tool and the Micro Function Dissection Tool.
- Copies of this validation protocol.
- Access to the Collaboration Tool.

Process

1. **Roles (1 minute)**
    - Determine roles: facilitator, presenting teacher(s), time keeper, recorder.
    - Determine how to record notes—e.g., on procedures sheet or in Google.
2. **Norms (2 minutes)**

    Review suggested norms and select a norm to focus on for the session.
    - Come prepared and respect the work that's been done.
    - Rather than make assumptions, ask clarifying questions.
    - Professional conversations/speak from research.
    - Think globally.
    - Stay focused.
    - Be concise.

[74] Adapted with permission from WestEd.

- Brainstorm.
- Everyone has a voice.
- "ELMO" (enough, let's move on).

3. **Presentation of materials (5 minutes)**
   - Presenting teacher(s) *briefly* introduce the materials and shares a focus question for feedback.
4. **Examination and identification of effective practices (5 minutes)**
   - Group members silently examine the materials.
   - Share initial positive feedback—e.g., exemplary elements, novel ideas.
5. **Clarifications (5–10 minutes)**
   - Group members ask clarifying questions about the materials. Clarifying questions should be questions that can be answered with quick responses—e.g., yes/no.
6. **Validation procedures (30–45 minutes)**
   - The facilitator uses the validation procedures below to foster collaborative conversations around how well the unit of study meets important indicators within each section of the unit.
   - For each checkbox, the facilitator looks for agreement among the group members about whether the item can be checked off or not.
   - If an item is not checked off, the facilitator works with the group to provide thoughtful feedback and suggestions to help with potential revisions.
7. **Feedback and reflection (5 minutes)**
   - The presenters offer reflections about the feedback. *There is no need to defend!*
8. **Debrief (5 minutes)**
   - Participants share reflections about the process and insights they gained from the conversation.
   - Facilitator collects feedback about the process.

VALIDATION PROCEDURES

Title of Unit: ELP Level(s)/Grade(s):

Guiding Question for Feedback:

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1. **Logistics**
   - ❒ Does the file name follow the naming convention?
     [Title of ESL Unit]
     ESL [Grade Band—ELP Level]
   - ❒ Is the connecting content area MCU identified?

2. **Timing**
   - ❒ Is the number of days projected to teach the unit reasonable?
   - ❒ Is the rationale for placement logical and clear?

   Feedback/Suggestions

3. **Teachability of the Focus Language Goals (Knowledge and Skills)**
   - ❒ Have the essential prior knowledge and skills necessary for success in this unit been identified?
   - ❒ Are the FLGs clearly identified and labeled?
   - ❒ Have the "teachable" concepts and skills been unpacked from the FLGs and identified? For example, have the macro and/or micro function verbs like *argue, explain, elaborate,* etc., been operationalized with verbs that are more precise?
   - ❒ Have the key concepts and essential skills been effectively reorganized (sorted and sequenced)?
   - ❒ Can the key concepts and essential skills easily be converted into "I can…" statements for students?
   - ❒ Is there evidence that academic language is being used within the four domains (speaking, listening, reading, and writing)?
   - ❒ Is there evidence academic language is being taught at all three language dimensions (discourse, sentence, and word/phrase)?

   Feedback/Suggestions

4. Stage 2: End-of-Unit Assessment (CEPA)

- ❒ Is the assessment clearly aligned to the FLGs?
- ❒ Do the directions clearly explain what the student is expected to do and how to do it?
- ❒ Does the assessment include a rubric and do students have opportunities to see proficient work?
- ❒ Are distinctions between score points clear in the rubric and does language align with the FLGs?
- ❒ Are both receptive and productive language domains measured?
- ❒ Does the assessment take into account the discourse dimension of academic language?

Feedback/Suggestions

5. Stage 3: Learning Plan/Instructional Sequence

- ❒ Do the titles of each section clearly describe what will happen during that part of the unit?
- ❒ Does the instructional sequence provide enough detail to enable a teacher to design all of the lessons for the unit, as well as be consistent with teachers who teach the same unit?
- ❒ Does the learning progression mirror *how* the key concepts and essential skills will be generally taught?
- ❒ Is it clear what FLGs are addressed within each part of the instructional sequence?
- ❒ Do the benchmark assessments between each part of the unit make sense and build toward the end-of-unit assessment?
- ❒ Is there evidence that sociocultural implications have been considered?

Feedback/Suggestions

6. Suggested Resources and Materials

- ❒ Does the unit provide enough suggestions and resources to help teachers design the lessons and assessments?
- ❒ Are suggested vocabulary lists of tier I (everyday), II (cross-content), and/or III (content-specific) words provided?
- ❒ Are there links to helpful web-based resources for teachers and students?

Feedback/Suggestions

4.5 Next Generation ESL Project MCU ESL Review Rubrics

The *Adapted EQuIP Rubrics for Lessons and Units:* ESL Grades K–2 and ESL Grades 3–12 are adapted versions of the *English Language Arts/Literacy Quality Review Rubrics*. The original rubrics were developed as part of Model Curriculum Project by the Tri-State Collaborative (the education departments of Massachusetts, Rhode Island, and New York), working with Achieve, Inc. They (and other content-area-specific MCU review rubrics) were created to provide criteria to determine the quality and alignment of lessons and units to the CCSS, and thus:

- Identify exemplars/models for teachers' use within and across states.
- Provide constructive criteria-based feedback to developers.
- Review existing instructional materials to determine what revisions are needed.

In a similar way, the ESL rubrics were collaboratively developed by members of the Planning Committee to help educators determine lessons' and units' quality, rigor, and alignment to Next Generation ESL Project approaches to ESL curriculum development and the Massachusetts Curriculum Frameworks.

The ESL review rubrics can be useful during both unit development and review:

- When **developing units**, collaborative writing teams can begin by identifying key rubric criteria and ensuring that unit and lesson planning incorporate these focus areas. For example, at the unit level, teams could use a rubric criterion such as "A unit or longer lesson should… integrate targeted instruction in such areas as grammar and conventions, reading and writing strategies, metacognitive and metalinguistic strategies, discussion rules, and all aspects of foundational reading" as a foundation for brainstorming objectives and key learning experiences that target these important language development teaching and learning areas. At the lesson level, writing teams could use rubric criteria such as "Reading Text Closely," "Text-Based Evidence," and "Writing from Sources," along with related descriptors, as a framework for structuring individual lessons in the unit plan.
- During **unit review**, writing teams can use the ESL rubrics to evaluate individual lesson plans and the progression of lessons across a unit. The rubrics provide a strong foundation for evaluating a particular type of instructional approach for ELs that includes significant shifts in standards-based language curriculum development, including focus on systematic language instruction, teaching strategies for understanding and developing language that include attention to and teaching of linguistic features in authentic ways, and interacting with authentic texts/tasks connected to other academic disciplines. In addition, the rubrics outline a step-by-step process for evaluating units that includes close analysis of non-negotiable components and evidence-based judgments of unit/lesson quality.

Developing next generation ESL units is a complex skill. It requires knowledge about a specific curriculum development approach, shifts in language standards and content area frameworks, as well as effective pedagogical strategies for implementing such shifts in actual classrooms. It also requires skills such as the ability to translate knowledge of embedded approaches for language development, incorporation of content area analytical practices, and best practices for teaching diverse ELs into

effective lesson tasks and activities balanced across a full unit. To best understand and use the ESL review rubrics, educators may need further professional development on rubric criteria and the instructional philosophies and practices these criteria represent. For example, they might benefit from professional development about how to "focus on challenging section of texts and engage students in a well-supported, productive struggle, examining critical academic language structures within word/phrase, sentence and discourse dimension that build toward independence"—as suggested by review rubric criterion III.4. Without practical examples of what this type of instructional practice looks like and opportunities to practice and develop it, educators may struggle to design the type of tasks and supports exemplified in the rubrics.

For more information on using the rubrics, watch "Evaluating the Unit."

Adapted EQuIP Rubric for Lessons and Units: ESL K–2

Grade: **ESL Lesson/Unit Title:** **Overall Rating:**

I. Alignment to Massachusetts Curriculum Frameworks and WIDA	II. Key Shifts in the Massachusetts Curriculum Frameworks as Connected to WIDA for ESL	III. Instructional Supports for ELs	IV. Assessment
The lesson/unit aligns with the letter and spirit of the Frameworks and WIDA: • ESL unit focuses on explicit, systematic, and sustained language development in listening, speaking, reading, and writing within the context of the MA and WIDA Frameworks. • Includes a clear and explicit purpose for language instruction within a rich context. • References a set of grade-cluster-level Framework standards at a linguistically appropriate level. • Selects quality text(s) that align with the requirements outlined in the standards and with English proficiency level, and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics that directly build up to meet Frameworks grade-level expectations). • Give students opportunities to process and produce ideas and information through listening, speaking, reading, writing, and/or drawing experiences. *A unit or longer lesson should:* • Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics). • Regularly include specific fluency-building techniques supported by research (e.g., monitored partner reading, choral reading, repeated readings with text, following along in the text when teacher or other fluent reader is reading aloud, short timed practice that is slightly challenging to the reader). • Integrate listening, speaking, reading, and writing so that students apply and synthesize advancing literacy and language skills. • Build students' English language proficiency and their understanding of listening, speaking, reading, and writing in the content areas through the coherent selection of texts and language.	*The lesson/unit addresses key shifts in the Frameworks, at appropriate grade and ELP levels:* • **Reading text closely:** Makes reading text(s) closely (including read-alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions. • **Text-based evidence:** Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read-alouds and, when applicable, illustrations, audio/video, and other media). • **Academic vocabulary:** Focuses on explicitly building students' academic vocabulary and concepts of syntax throughout instruction. • **Academic language and conventions:** Focuses on building students' capacity to demonstrate development of academic oral language through speaking and listening. *A unit or longer lesson should:* • **Grade-level reading:** Include a progression of ELP-level-appropriate texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provide text and language-centered learning that is sequenced, scaffolded, and supported to advance students toward independent listening, speaking, reading, and writing of texts at grade level. • **Balance of texts:** Focus instruction equally on ELP-appropriate, grade-level literary and informational texts as stipulated in the Frameworks (p. 5) and indicated by instructional time (*may be more applicable across a year or several units*). • **Balance of writing:** Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration.	*The lesson/unit is responsive to varied student learning needs:* • Cultivates student interest and engagement in listening, speaking, reading, and writing about texts. • Addresses instructional expectations and is easy to understand and use for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material). • Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading. • Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency, and/or vocabulary acquisition. • Provides *all* students (including emergent and beginning readers) with extensive opportunities to engage with ELP level and grade-level texts and read-alouds that are at high levels of complexity, including appropriate scaffolding so that students directly experience the complexity of text. • Provides appropriate first or native language (L1) resources for students who are ELs to increase understanding of content or concepts. • Focuses on sections of rich text(s) (including read-alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding, and progress toward independence. • Integrates appropriate, extensive, and easily implemented supports in listening, speaking, reading, and writing for students who are ELs, have disabilities, and/or read or write below grade level. • Provides extensions and/or more advanced text for students who read or write above grade or ELP level. *A unit or longer lesson should:* • Include a progression of learning where concepts, knowledge, and skills advance and deepen over time (*may be more applicable across the year or several units*). • Gradually remove supports, allowing students to demonstrate their independent capacities (*may be more applicable across the year or several units*). • Provide for authentic learning, application of literacy skills, and/or student-directed inquiry. • Indicate how students are accountable for independent engaged reading based on student choice and interest to build stamina, confidence, and motivation (*may be more applicable across the year or several units*). • Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.	*The lesson/unit regularly assesses whether students are developing standards-based skills:* • Elicits direct, observable evidence of the degree to which a student is increasing language proficiency and building toward independently demonstrating foundational skills and targeted grade-level literacy Frameworks (e.g., listening, speaking, reading, and writing). • Assesses student language proficiency using methods that are unbiased and accessible to all students. • Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting standards. *A unit or longer lesson should:* • Use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures. • Assess academic language development in areas of listening, speaking, reading, and writing.
Rating: 3 2 1 0	**Rating: 3 2 1 0**	**Rating: 3 2 1 0**	**Rating: 3 2 1 0**

Directions: This rubric provides criteria to determine the quality and alignment of lessons and units to the Massachusetts and WIDA Frameworks in order to: (1) identify exemplars/models for teachers' use within and across states, (2) provide constructive criteria-based feedback to developers, and (3) review existing instructional materials to determine what revisions are needed.

Step 1—Review Materials

- Record the grade and title of the lesson/unit on the recording form.
- Scan to see what the lesson/unit contains and how it is organized, acknowledging sociocultural context described.
- Read key materials related to instruction, assessment, and teacher guidance.
- Study and measure the text(s) and language that serve as the centerpiece for the lesson/unit, analyzing text/language complexity, quality, scope, and relationship to instruction and reader variables

Step 2—Apply Criteria in Dimension I: Alignment

- Identify grade or grade-band level and ELP levels that the lesson/unit targets.
- Closely examine the materials through the "lens" of each criterion.
- Individually check each criterion for which clear and substantial evidence is found.
- Identify and record input on specific improvements that might be made to meet criteria or strengthen alignment.
- Enter your rating of 0–3.

Note: Dimension I is non-negotiable. For the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.

Step 3—Apply Criteria in Dimensions II–IV

- Closely examine the lesson/unit through the "lens" of each criterion.
- Record comments on criteria met and improvements needed, then rate 0–3.

When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining dimensions II–IV.

Step 4—Apply an Overall Rating and Provide Summary Comments

- Review ratings for dimensions I–IV, adding/clarifying comments as needed.
- Write summary comments for your overall rating on your recording sheet.
- Total dimension ratings and record an overall rating of E, E/I, R, or N—adjust as necessary.

If working in a group, each member should record an overall rating before conversation.

Step 5—Compare Overall Ratings and Determine Next Steps

- Note the evidence cited to arrive at final ratings, summary comments, and similarities and differences among raters. Recommend next steps for the lesson/unit and provide recommendations for improvement and/or ratings to developers/teachers.

Additional Guidance: See Section 6.2 of this guide for an adapted version of a text complexity measurement tool with EL-specific considerations.

Rating Scales

Rating for dimension I: alignment is non-negotiable and requires a rating of 2 or 3. If the rating is 0 or 1, the review does not continue.

Rating Scale for Dimensions I, II, III, IV: 3: Meets most to all of the criteria in the dimension. 2: Meets many of the criteria in the dimension. 1: Meets some of the criteria in the dimension. 0: Does not meet the criteria in the dimension.	**Overall Rating for the Lesson/Unit**: E: Exemplar—aligned and meets most to all of the criteria in dimensions II, III, and IV (total 11–12). E/I: Exemplar *if* improved—aligned and needs some improvement in one or more dimensions (total 8–10). R: Revision needed—aligned partially and needs significant revision in one or more dimensions (total 3–7). N: Not ready to review—not aligned and does not meet criteria (total 0–2).
Descriptors for Dimensions I, II, III, IV: **3: Exemplifies Frameworks quality—**meets the standard described by criteria in the dimension, as explained in criterion-based observations. **2: Approaching Frameworks quality—**meets many criteria but will benefit from revision in others, as suggested in criterion-based observations.	**Descriptors for Overall Rating:** **E: Exemplifies Frameworks quality—**aligned and exemplifies the quality standard and exemplifies most of the criteria across dimensions II, III, and IV of the rubric. **E/I: Approaching Frameworks quality—**aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.
1: Developing toward Frameworks quality—needs significant revision, as suggested in criterion-based observations. **0: Not representing Frameworks quality—**does not address the criteria in the dimension.	**R: Developing toward Frameworks quality—**aligned partially and approaches the quality standard in some dimensions and needs significant revision in others. **N: Not representing Frameworks quality—**not aligned and does not address criteria.

Adapted EQuIP Rubric for Lessons and Units: ESL 3–12

Grade: **ESL Lesson/Unit Title:** **Overall Rating:**

I. Alignment to Massachusetts Curriculum Frameworks and WIDA	II. Key Shifts in Massachusetts Curriculum Frameworks as Connected to WIDA for ESL	III. Instructional Supports for ELs	IV. Assessment
The lesson/unit aligns with the letter and spirit of the Frameworks and WIDA: • ESL unit focuses on explicit, systematic, and sustained language development within the integrated context of the MA and WIDA Frameworks. • Targets a set of clear and explicit FLGs that incorporate the Key Uses of Academic Language, state standards/key academic practices, and grade-appropriate context, at appropriate levels of English proficiency and cognitive rigor. • Selects quality text(s) that correspond to the grade band expectations and to linguistic targets of the unit. Texts are of sufficient quality and scope for the stated purpose of the FLGs and directly build toward the Frameworks' grade-level expectations. *A unit or longer lesson should:* • Integrate the four domains (listening, speaking, reading, and writing) so that students apply and synthesize advancing literacy skills. • Build students' English language proficiency in connection to grade-appropriate academic expectations. • Build an understanding of disciplinary language and literacy through the coherent selection of texts and instructional scaffolds.	*The lesson/unit addresses key shifts in the Frameworks, at appropriate grade and ELP levels:* • **Reading text closely:** Makes reading text(s) closely, examining textual evidence and linguistic features, applying metalinguistic strategies, and discerning deep meaning, a central focus of instruction. • **Text-based evidence:** Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions targeted at examining language features and meaning-making elements (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). • **Writing from sources:** Routinely expects that students draw evidence from texts to produce clear and coherent writing and speech that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays) and genres (e.g., explanation, procedure, recount). • **Academic language:** Focuses on building students' academic language at the word/phrase, sentence, and discourse levels in the four domains. *A unit or longer lesson should:* • **Increase text and language complexity in the four domains:** Focus students on reading a progression of increasingly complex texts that are appropriate to grade band, learner literacy, and ELP levels. Provide text and language-centered learning that is sequenced and scaffolded to advance students toward independent processing and production of complex texts at the CCR level. • **Build English language knowledge related to academic demands:** Through a coherent selection of strategically sequenced texts and tasks, provide opportunities for students to build academic language and literacy, as well as metalinguistic and metacognitive skills. • **Balance of texts:** Within a collection of ELP-appropriate, grade-band-level units, include a balance of informational and literary texts, text types, and genres according to guidelines in the Frameworks. • **Balance of writing:** Include a balance of on-demand and process writing for different purposes and genres (e.g., multiple drafts and revisions over time), as well as short, focused research projects, incorporating digital texts where appropriate.	*The lesson/unit is responsive to varied EL learning needs:* • Cultivates student interest and engagement in reading, writing, listening, and speaking about texts. • Provides *all* students with multiple means and opportunities to engage with texts of appropriate complexity for the grade and ELP level; includes appropriate scaffolding so that students experience the complexity of different kinds of texts. • Provides appropriate first or native language (L1) resources for ELs to increase understanding of content or concepts, build and expand schema, and connect concepts and language to their full linguistic, academic, and experiential repertoires. • Focuses on challenging sections of text(s) and engages students in a well-supported, productive struggle, examining critical academic language structures at word/phrase, sentence, and discourse levels that build toward independence. • Integrates appropriate supports in the four domains for ELs who have disabilities or who read below the grade-band level. • Provides extensions and/or more advanced texts for students who read well above the grade level. *A unit or longer lesson should:* • Include a progression of learning where academic language knowledge and skills advance and deepen over time (*may be more applicable across the year or several units*). • Gradually remove supports, requiring students to demonstrate their independent capacities (*may be more applicable across the year or several units*). • Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and reflection. • Integrate targeted instruction in such areas as grammar and conventions, reading and writing strategies, metacognitive and metalinguistic strategies, discussion rules, and all aspects of foundational reading. • Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (*may be more applicable across the year or several units*). • Use technology and media to build and clarify concepts, deepen learning, and draw attention to evidence and texts as appropriate.	*The lesson/unit regularly assesses whether students are mastering standards-based, language knowledge and skills:* • Elicits direct, observable evidence of the degree to which a student is increasing language proficiency and using language independently within academic contexts in the four domains. • Assesses student language proficiency using methods that are unbiased and accessible to all students. • Includes clear performance indicators, evaluative criteria, and aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. *A unit or longer lesson should:* • Use varied modes for assessment, including a range of pre-, formative, summative and self-assessment measures. • Assess academic language development in the four domains.
Rating: 3 2 1 0	**Rating: 3 2 1 0**	**Rating: 3 2 1 0**	**Rating: 3 2 1 0**

Directions: This rubric provides criteria to determine the quality and alignment of lessons and units to the Massachusetts and WIDA Frameworks in order to: (1) identify exemplars/models for teachers' use within and across states, (2) provide constructive criteria-based feedback to developers, and (3) review existing instructional materials to determine what revisions are needed.

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Step 2—Apply Criteria in Dimension I: Alignment

- Identify grade or grade-band level and ELP levels that the lesson/unit targets.
- Closely examine the materials through the "lens" of each criterion.
- Individually check each criterion for which clear and substantial evidence is found.
- Identify and record input on specific improvements that might be made to meet criteria or strengthen alignment.
- Enter your rating of 0–3.

Note: Dimension I is non-negotiable. For the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.

Step 3—Apply Criteria in Dimensions II–IV

- Closely examine the lesson/unit through the "lens" of each criterion.
- Record comments on criteria met and improvements needed, then rate 0–3.

When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining dimensions II–IV.

Step 4—Apply an Overall Rating and Provide Summary Comments

- Review ratings for Dimensions I–IV, adding/clarifying comments as needed.
- Write summary comments for your overall rating on your recording sheet.
- Total dimension ratings and record an overall rating of E, E/I, R, or N—adjust as necessary.

If working in a group, individuals should record their overall rating before conversation.

Step 5—Compare Overall Ratings and Determine Next Steps

- Note the evidence cited to arrive at final ratings, summary comments, and similarities and differences among raters. Recommend next steps for the lesson/unit and provide recommendations for improvement and/or ratings to developers/teachers.

Additional Guidance: See Section 6.2 of this guide for an adapted version of a text complexity measurement tool with EL-specific considerations.

Rating Scales

Rating for dimension I: alignment is non-negotiable and requires a rating of 2 or 3. If the rating is 0 or 1, the review does not continue.

Rating Scale for Dimensions I, II, III, IV: **3:** Meets most to all of the criteria in the dimension. **2:** Meets many of the criteria in the dimension.	**Overall Rating for the Lesson/Unit:** **E: Exemplar—**aligned and meets most to all of the criteria in dimensions II, III, and IV **(total 11–12).** **E/I: Exemplar *if* improved—**aligned and needs some improvement in one or more dimensions **(total 8–10).**
1: Meets some of the criteria in the dimension. **0:** Does not meet the criteria in the dimension.	**R: Revision needed—**aligned partially and needs significant revision in one or more dimensions **(total 3–7).** **N: Not ready to review—**not aligned and does not meet criteria **(total 0–2).**
Descriptors for Dimensions I, II, III, IV: **3: Exemplifies Frameworks quality—**meets the standard described by criteria in the dimension, as explained in criterion-based observations. **2: Approaching Frameworks quality—**meets many criteria but will benefit from revision in others, as suggested in criterion-based observations.	**Descriptors for Overall Rating:** **E: Exemplifies Frameworks quality—**aligned and exemplifies the quality standard and exemplifies most of the criteria across dimensions II, III, and IV of the rubric. **E/I: Approaching Frameworks quality—**aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.
1: Developing toward Frameworks quality—needs significant revision, as suggested in criterion-based observations. **0: Not representing Frameworks quality—**does not address the criteria in the dimension.	**R: Developing toward Frameworks quality—**aligned partially and approaches the quality standard in some dimensions and needs significant revision in others. **N: Not representing Frameworks quality—**not aligned and does not address criteria.

5 Next Generation ESL MCU Development at the Lesson Level

This section contains curriculum development thinking processes, templates, and tools at the lesson level. Here you will find the ESL MCU lesson plan template, the annotated lesson plan template, and some guidance on writing lesson-level language objectives.

The lesson plan template is a tool educators can use to develop more detailed lessons based on the summary of key learning events and instruction in Stage 3. It has been well documented that a well-structured lesson is the key to effective teaching—at the heart of being a good teacher. Researchers such as Hattie, Popham, and Marzano have confirmed that students make significant academic progress each year when educators include specific elements such as learning objectives, guided practice, and frequent formative check-ins in their lesson plans (Schmoker, 2013). Lesson planning can be a creative process that combines the teachers' knowledge of language learning and teaching pedagogy within the context of a specific classroom, curriculum, and learners. Lesson planning gives the teacher space to be deliberate in choosing objectives, formative assessment, and sequence of activities, checking for alignment throughout the planning. Lessons are should not taught in isolation, but linked to past and futures lessons, the unit plan, and the standards.

5.1 Lesson Plan Template

Lesson __ Day __	Lesson Name	Estimated Time:

Brief overview of lesson:

What students should know and be able to do to engage in this lesson:

LESSON FOUNDATION		
Unit-Level Focus Language Goals to Be Addressed in This Lesson	**Unit-Level Salient Content Connections to Be Addressed in This Lesson**	
Language Objective	**Essential Questions Addressed in This Lesson**	
Assessment		
Thinking Space: What Academic Language Will Be Practiced in This Lesson? **Discourse Dimension**	**Sentence Dimension**	**Word Dimension**
Instructional Tips/Strategies/Suggestions for Teacher		
STUDENT CONSIDERATIONS		
Sociocultural Implications		
Anticipated Student Pre-Conceptions/Misconceptions		

THE LESSON IN ACTION
Day __ Lesson Opening
During the Lesson
Lesson Closing

Lesson 1 Resources

5.2 Annotated Lesson Plan Template

This annotated self-check is designed to prompt educators to engage in collaboration and continuous exploration of each component of the Next Generation ESL Project lesson plan template. We suggest that lesson writing teams use the following notation to track their current level of development within each ▭:

- ⊖ Still in development—include why you rated it this way (for example, "we have not focused in depth on this component yet")
- ✓ Completed, aligned, and in keeping with UbD and WIDA
- ⊕ Component exceeds expectations

Lesson __ **Day __**	**Lesson Name**	Lesson number, day number, and lesson name are included. ▭
This component situates specific lessons within the larger lesson sequence of a unit. It includes not only the lesson's position within the unit (or lesson number), but also the specific days within a unit that are devoted to a particular lesson (for lessons that are longer than one instructional period).		
Estimated Time: Specify the estimated time (in increments of 45–60 minutes) that will be needed to complete the lesson.		Time (in minutes) is included. ▭

Brief overview of lesson: Provide the *what* and *why* of the lesson: • Briefly state *what* students will be doing and *why* students will be doing it. • Explicitly state connections to Stages 1 and 2 to help ensure alignment (e.g., "Students will develop an understanding of…"). In composing the overview, please consider these additional reflective questions: • Does the lesson connect directly to unit FLGs? • What skill(s) or knowledge is this lesson going to help students to develop? • How will students use language? What language will students process and produce in the four domains?	Overview of lesson includes: • What students will be doing. ▭ • Why students will be doing it. ▭ • Connections to Stages 1 and 2. ▭ Reflective questions were used to inform writing the lesson overview:

• Is the language being developed in the context of the analytical practices and concepts embedded in the Frameworks, key academic practices, and/or academic habits of thinking?	
What students should know and be able to do to engage in this lesson: In preparing for the lesson, it is important to consider what knowledge and skills students have already developed that will help them in the lesson, and what background knowledge they need to have developed before the lesson. The two-step process of activating and building background knowledge helps educators tap into what students already know, build upon it, and address any gaps that may exist. Reflective questions for activating background knowledge: • What earlier lessons can we connect the current lesson to? (Make these connections explicit for students) • What language, knowledge, and skills did students develop in a previous lesson that can help them access the current lesson? • In what ways does the lesson connect to student backgrounds, experiences, and identities? Reflective questions for building background knowledge: • What language may students need to have learned before the lesson? • What background knowledge may need to be built before the lesson? • What skills may need to be introduced before the lesson? • What strategies or activities can you incorporate to build students' background knowledge?	Lesson explicitly states prior knowledge/skills students already have acquired or need to have acquired before the lesson.  Lesson explicitly states knowledge/skills that need to be developed before the lesson.  Reflective questions were used to determine what students should know/be able to do before starting the lesson. 

LESSON FOUNDATION	
Unit-Level Focus Language Goals to Be Addressed in This Lesson	
Each lesson must be aligned with Stage 1. Start by focusing on one FLG, although others may repeat or appear in this lesson. Note here what unit FLG this lesson is aligned with.	**FLGs** addressed in the lesson (aligned with Stage 1) have been listed. 
Unit-Level Salient Content Connections to Be Addressed in This Lesson	
These standards from the Frameworks are content connections that the lesson will directly address. Remember, these standards are selected in collaboration with the content teacher	**Salient content connections** have been listed.

at the unit level, before developing the lessons, and ESL teachers are not explicitly assessing content for which they are not licensed. Content standards appear here as context for language learning, or as the vehicle through which language will be taught.	
Language Objective	
Begin with one or two language objectives. When designing language objectives, educators should begin by thinking about what language students will be using, the language they want to see and hear students using, and how they want to see and hear students using language. Consider the language functions inherent in the FLGs, related forms and features of the three dimensions of academic language, prioritized knowledge and skills for the FLG, language domains, etc. Note that language objectives should address more than just vocabulary. Language objectives must be lesson-level outcomes that are S.M.A.R.T.: specific and strategic (S), measureable (M), action-oriented (A), rigorous, realistic and results-focused (R), and timed (T). For further guidance on developing language objectives, see this guide's sections on writing language objectives. Reflective questions for writing a language objective: • Is it student-friendly? • Will it lead to academic language **growth?** Or is this language that students already know/can use? • Is it observable? • Is it measurable? How will we assess students in relation to it? How will students self-monitor/self-assess their progress in relation to it? • Is it specific? • Is it realistic? • Is it time-appropriate? • How does this lesson fit with the larger progression of the unit? What is the connection to the previous lesson? The next lesson? The larger goals of the unit? Now that you have designed and tested your objectives, remember to plan for explicitly stating/sharing the objectives with the students during the lesson. Remember, language objectives are for both the teacher and the student. They are meant to be discussed and understood by students, not simply "posted" as a procedural display. Having a clear	**Language objectives** have been developed in keeping with the Next Generation ESL Project's flexible formulas.  The reflective questions were used to reflect upon/test language objectives. 

understanding of the objective fosters ownership of learning by the students and makes learning expectations visible within the classroom.	
Essential Questions Addressed in This Lesson	
This component ties to Stage 1 to maintain alignment. In each lesson, students should be developing the language, knowledge, and skills necessary to facilitate answering the unit's essential questions. Educators should ask themselves: "Which of the unit's essential questions does this lesson address?" If no essential question is addressed, the lesson needs revision.	**Essential question(s)** have been listed. 
Assessment	
In designing assessments for the lesson, remember that all listed language objectives must be assessed. In other words, assessment is tied directly to language objectives. The assessment gives teachers and students a visible way to determine whether lesson language objectives have been met. Collect evidence of student language use at the word/phrase, sentence, and discourse dimensions. For more information about the intended assessment framework for the Next Generation ESL MCUs, see Section 4.3 of this guide. It is beneficial to use a variety of assessment processes, procedures, and types to provide students with a variety of means and opportunities to demonstrate their learning. Educators should consider these four categories of assessment and related reflection questions when developing assessments: • In what ways can **student self-assessment/self-monitoring** be promoted? • What **observational data** can be collected to measure and determine student learning and language growth in relationship to the lesson's language objectives? • What **formative assessment(s)** can be used to measure and determine student learning and language growth? Is process-oriented, specific, meaningful feedback offered to students? • What **summative assessment(s)** can be used to measure and determine student learning and language growth? It is also beneficial to design relevant, meaningful, authentic assessment to consider what to do if students have not met identified objectives by the end of the lesson, and to find ways to adjust instruction based on assessment results.	The lesson includes a variety of **assessments**.  Lesson **assessments** are aligned with unit FLGs. 

Thinking Space: What Academic Language Will Be Practiced in This Lesson?	
Discourse Dimension	**Sentence Dimension**
The thinking space gives educators a place to consider and note academic language within the lesson. It is not a space to identify and unpack new academic language to teach. Targeted academic language for the unit and each lesson has already been planned in the unit plan. The thinking space could include, but is not limited to, tiering of vocabulary, notes on cognates that one might make explicit during a teaching moment, polysemous words targeted, language learned in prior lessons in the unit that continues to be practiced and built upon, descriptions of what the targeted language in this lesson looks like and sounds like for students at different proficiency levels, etc. In sum, this component helps teachers further flesh out lesson details to inform instruction. Students should develop language proficiency in all four language domains (listening, reading, reading, and writing). When completing the thinking space, consider these questions: • In what ways will students demonstrate listening proficiency? • In what ways will students demonstrate speaking proficiency? • In what ways will students demonstrate reading proficiency? • In what ways will students demonstrate writing proficiency?	**Academic language** practiced in the lesson has been identified within each dimension: • Discourse dimension. • Sentence dimension. • Word/phrase dimension. Lesson gives students opportunities to develop proficiency in all four language domains. **Academic language** practiced in this lesson is appropriately calibrated for student proficiency levels.
Instructional Tips/Strategies/Suggestions for Teacher	
The goal of ESL MCUs is to help students to become independent learners. Scaffolds and supports are used to help all learners to participate in lesson activities and resources without diminishing the high expectations for understanding. However, as students progress, scaffolding and supports should be removed and/or exchanged. Educators can use the "gradual release of responsibility" method to scaffold instruction and provide supports. For more information on scaffolding, see "Meeting Students' Needs Through Scaffolding." 1. When determining what scaffolds may be needed to help students access the curriculum, consider the following: • What sensory supports might you use? • What graphic supports might you use?	A variety of **instructional tips/strategies/ suggestions for teacher** have been listed. Graphic supports that can be used have been considered. Sensory supports that can be used have been considered.

• What interactive supports might you use? WIDA provides the following examples of possible instructional supports (see page 11 of WIDA's "2012 Amplification of the English Language Development Standards" booklet): • Sensory supports: real-life objects (realia), manipulatives, pictures and photographs, illustrations, diagrams, drawings, magazines and newspapers, physical activities, videos and films, broadcasts, models and figures. • Graphic supports: charts, graphic organizers, tables, graphs, timelines, number lines. • Interactive supports: in pairs or partners, in triads or small groups, in a whole group, using cooperative group structures, with the Internet (websites) or software programs, in the native language (L1), with mentors. 2. Educators should also think about students who are above and below grade-level students. Consider the following: • What supports will I need to put in place for struggling students? • What supports will I need to put in place for students who are above grade level? In what ways can I extend the learning for advanced students? 3. Consider opportunities for multiple means of representation, action and expression, and engagement. Remember to incorporate UDL guidelines. (Throughout ESL MCU development—in accord with UDL principles—writing teams were encouraged to consider opportunities for incorporating technology and give students a variety of ways to access the curriculum, in response to the different ways they might process information).  Keeping the ESL context in mind, watch a video on Lesson Plans: Instructional Strategies. For more instructional tips, see Section 7.1.5.	Interactive supports that can be used have been considered. Supports for struggling students and students below grade level have been considered. Supports for above-grade-level students have been considered.

STUDENT CONSIDERATIONS	
Sociocultural Implications	
Identify the lesson's specific sociocultural implications and implications. Educators should consider students in in a particular class: how their identity, knowledge, culture, proficiency in English, home language(s), literacy level, academic readiness, beliefs, values, and experiences might interact with the academic context of the lesson (including register, genre/text type, topic, and task/situation, and the students' relationship to other participants' identities and social roles.) For example, instead of saying "Students may be sensitive to war during class discussions," advise the teacher to consider which students may have experienced war firsthand and therefore may have a very strong reaction to the class discussion in this lesson. Reflection questions to consider: • Does the lesson connect to student backgrounds, identities, experiences, and interests? • Does the lesson draw upon and offer opportunities to consider multiple perspectives? • Does the lesson provide opportunities to engage in critical thinking about issues and use language to respond and engage with these issues? • Does the lesson provide opportunities for students to think critically about real word issues so as to prepare students to become active citizens? • Does the lesson provide opportunities to develop the habits of mind necessary for active citizenry? For more information on sociocultural implications, see Section 4.4.4 in this guide.	**Sociocultural implications** applicable to this lesson have been listed.  **Sociocultural implications** applicable to this lesson were derived in consideration of the reflective questions and guidance. 
Anticipated Student Pre-Conceptions/Misconceptions	
This section highlights areas where students may hold conflicting or false assumptions about lesson topics, texts, or tasks. These are different from sociocultural implications in that they may stem from a lack of information or erroneous knowledge about a topic, whereas sociocultural implications are directly related to students' cultural experiences and specific backgrounds. Sociocultural implications may be deeply connected to culture and identify (and should be addressed with sensitivity); pre-conceptions and misconceptions can often be easily addressed. For example, a teacher taught a lesson about Martin Luther King, Jr., and some students thought he had been an American president. This was a factual misconception that needed to be addressed before the lesson.	**Anticipated student pre-conceptions/ misconceptions** have been listed. 

THE LESSON IN ACTION	
"Lesson Opening," "**During the Lesson,"** and "**Lesson Closing"** sections describe and explain each activity or task in the lesson. The Center for Applied Linguistics' "GO TO Strategies" booklet provides a wealth of activities, strategies, and scaffolds that can be used in lessons. Key considerations: • **Alignment.** When designing the lesson, educators should double-check for alignment between Stage 1, Stage 2, Stage 3, and the lesson. They can do this by reviewing the lesson in relation to Stage 1 of the unit plan and highlighting the academic language, knowledge, skills, and understandings addressed in this lesson. • **Opportunities for high-quality student discussion**. Consider the balance of teacher speak and student speak. • **Providing guided practice.** Lesson plans should include both guided practice and opportunities for independent practice. • **Troubleshooting.** What alternative sources/resources could be used? What could teachers do if students are not progressing through the lesson as planned? • **UDL guidelines.** Consider opportunities for multiple means of representation, action and expression, and engagement. • **Logical flow/sequencing of tasks.** Lesson activities and tasks should progress logically.	Alignment between Stages 1 and 2 and the lesson has been double-checked. Academic language, knowledge, skills and understandings addressed in the lesson have been noted. The lesson provides ample opportunities for students to engage in high-quality discussions. The lesson distinguishes between guided practice and independent practice activities and/or tasks. Troubleshooting questions have been considered, including what to do if students are not progressing through the lesson as planned. The lesson incorporates opportunities for multiple means of representation, action and expression, and engagement (UDL). Lesson activities and tasks flow logically.
Lesson Opening	Lesson opening has been drafted, in keeping with main considerations.

During the Lesson	"During the Lesson" has been drafted, in keeping with main considerations. 
Lesson Closing	Lesson closing has been drafted, in keeping with main considerations. 

Lesson # Resources includes a list of resources as well as fully developed lesson-specific materials (graphic organizers, sample images, charts/graphs, handouts, etc.). In choosing these resources, educators should consider print and non-print resources, as well as opportunities for incorporating technology. Since students vary in how they process information, educators should also provide a variety of different opportunities and means for students to access the curriculum. Types of resources to consider: • Nonfiction text: primary source documents, speeches, newspaper articles, magazines, letters, journal articles, essays, studies, etc. • Fiction: prose, poetry, historical fiction, etc. • Other text-based resources: songs, pamphlets, announcements, pictures; charts; graphics, etc. • Maps: print, digital, interactive, etc. When selecting resources, educators should consider opportunities for multiple means of representation, action and expression, and engagement (UDL principles).	**Resources** to be used in the lesson are listed and/or included.  A variety of types of resources were identified and chosen.  Resources selected incorporate UDL principles. 

5.3 Additional Tools at the Lesson Level

Notice that some tools listed under "Additional Tools at the Unit Level" are iterative, such as the Micro Function Dissection Tool, Unpacking Academic Language Chart, and Sociocultural Context Implications. This means they may also be useful in developing lessons.

5.3.1 Language Objectives in the Next Generation ESL MCUs

> When it is clear what teachers are teaching and what students are learning, student achievement increases (Hattie, 2011)

In effective ESL lesson planning, language objectives are designed with the intention of making expectations of ESL instruction transparent, explicit, and understood, to *both* to the teacher and students. Teachers need clear language learning objectives to assess students in an ongoing way, to provide effective feedback to students about how to be successful along the way, and to guide next teacher and student moves in the learning process. The most valuable consumer of language objectives is the *student.* Students must understand expectations, how the lesson's tasks and activities relate to those expectations for learning, and how much closer they have come to achieving them by the end. Students help themselves when they understand the intention of learning expectations, and criteria for success.

Teachers help themselves by creating objectives that are as precise as possible. The more precise the language objective, the better the teacher can design and get the lesson accomplished without getting lost. Language objectives help us by explicitly specifying:

- What students need to do.
- What students need to know in order to be able to do it.
- A way to know that students have done it.

The language objective, aligned to Stages 1 and 2 of the unit, informs and drives the assessment section. The formative assessment component that accompanies the language objective is critical: when connected to visible learning, it allows for data collection and creates opportunities for feedback. Spending a few extra minutes developing well-designed language objectives increases the efficiency of lesson planning.

Language objectives are included in written curricula because ESL teachers use their knowledge of ELs and of the content to design effective curricula that impact our ELs and move them along a continuum of language growth. Each step along this continuum involves teacher assessment and student self-assessment, setting new expectations in the form of language objectives that lead to new language growth. Seeing results, understanding progress, and formulating clear next steps are important to both the teacher and learner. If objectives serve their purpose, and teachers and students use them jointly in the classroom, with purpose, the result for the student is self-motivation, power, and agency in their

own learning process and success. Research shows it also results in increased achievement (Hanover Research, 2014).

Language Objectives within the Written Curriculum vs. the Classroom

In written ESL units and lessons, language objectives provide a step-by-step set of curricular expectations and building blocks to larger goals and language growth. They also inform the design of a learning sequence for a particular group of ELs and are based on many forms of student data, assessment data, and knowledge about both students and the subject matter.

In the classroom, and during lessons, the teacher move of posting written language objectives on a board (or reading them out loud) does not necessarily create the visibility and understanding that will help students and teachers working toward the objective. Teachers must also help students develop a deep understanding of what they are supposed to learn, and what success will look like. Language objectives help students see how lesson tasks relate to expectations for learning, and what they are expected to learn by the end of the lesson.

Next Generation ESL Project MCU language objective models—and their component parts, as presented below—explicitly reflect the big picture intention of the focus of ESL instruction: success in language development and academic classes. Language objectives will come alive as educators and students discuss, understand, and co-construct the learning process.

ESL MCU Language Objective Components and Features

- **Language function.** Language objectives include the language functions inherent in unit FLGs. Sample language functions include, but are not limited to, WIDA's Key Uses of Academic Language (RECOUNT, EXPLAIN, ARGUE, and DISCUSS) and the micro functions listed in the Collaboration Tool (e.g., describe, sequence, evaluate, justify), or ways in which language is used to meaningfully communicate ideas across different contexts. This strategic language use or function is present at all levels of the curriculum and assessment, from the yearlong map to the unit level (through FLGs) to the lesson level (through specific language objectives). Each is part of the language development continuum and houses language development within rich meaningful context.
- **Forms and features of academic language.** At the lesson level, the language objectives contain the most fine-grain and specific forms and features for language instruction that are embedded in the language functions and Key Uses of Academic Language. Within the WIDA framework, features of academic language are represented across the word/phrase dimension (such as the term "graph"), the sentence dimension (such as the type of sentence: simple, compound, complex, etc.) and the discourse dimension (such as the way in which coherence is achieved through the use of pronouns). Academic language forms and features in the word/phrase, sentence, and discourse dimensions need to be explicitly taught to ELs, and these discrete language building blocks contribute to the broader strategic language uses/functions. Forms and features articulated in the language objective represent an instructional planning prioritization and sequencing of language instruction at the lesson level that leads to longer-term growth and increasingly sophisticated language use.

- **Content connection.** Along with instruction of key language uses/functions and academic language features and forms, language objectives should include a content connection or analytical practice—something that makes visible the larger thinking that these pieces of language are expressing. This acknowledges that that at every level of the curriculum, language is a tool for development and communication of meaning, and a lever to academic achievement. Language forms and features are presented as choices at the student's disposal as he/she constructs and communicates meaning within a given context.
- **Language domain.** Teachers can include a language domain (listening, reading, writing, speaking) within the language objective. Alternatively, the objective can also be accompanied by a teacher-made visual/symbol referencing L, S, R, or W to further identify focus on a particular domain within which language forms, functions, and features in the lesson objective will be used.
- **Differentiation by ELP level.** Each lesson in the Next Generation ESL Project MCUs includes a language objective (or objectives) geared toward a range of students within the classroom identified in the unit plan. This is a result of the Stage 1 establishment of skills and knowledge for the unit, prioritized for the proficiency level range targeted in the unit. Even within an ELP level 1–2 classroom, for example, there may be a range of proficiencies across language domains. The teacher may opt to write multiple language objectives differentiated for different ELP levels of students, or may use the same language objective for all EL students, with different supports and different timeframes for either practice or mastery of particular language uses or forms/features. The important thing is that objectives be intentionally designed based on student learning, making expectations for learning visible to every student and teacher.
- **S.M.A.R.T.:** Language objectives for each lesson should be:[75]
  - **S** = **S**pecific and **S**trategic. Language objectives should be specific so educators can determine whether they have been achieved. They should also be strategic, i.e., serve an important purpose for students.
  - **M** = **M**easurable. Language objectives should be measurable so that progress toward a goal can be evaluated and managed.
  - **A** = **A**ction-oriented. Language objectives should have active, not passive verbs, to showcase how students will engage with lesson tasks and texts to achieve the goal.
  - **R** = **R**igorous, **R**ealistic, and **R**esults-focused. Language objectives should make clear what will change because this goal has been achieved. Language objectives need to describe a realistic yet ambitious result, stretching students toward learning but not be out of reach.
  - **T** = **T**imed. Language objectives need a final deadline, or expectations for when students will engage with the knowledge and/or skill they incorporate. In this context, we are encouraging teachers to have a clear vision of what students will be able to do by the end of the lesson.

[75] Adapted from Massachusetts Department of Elementary and Secondary Education (2014), p. 4.

Language Objective Models Incorporating ESL MCU Features

Model 1

Example: Students will be able to use their knowledge of characterization to compare and contrast characters in *Maniac Magee* using *similar to, different from, greater than,* and *smaller than.*

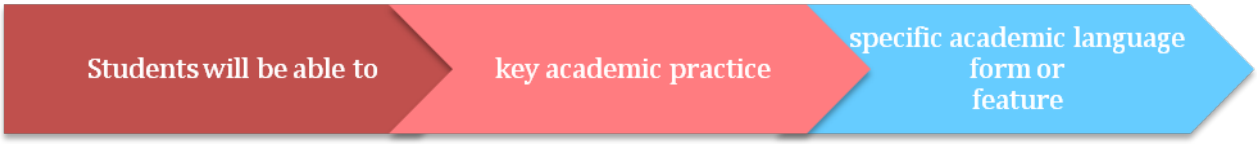
Model 2

Examples:

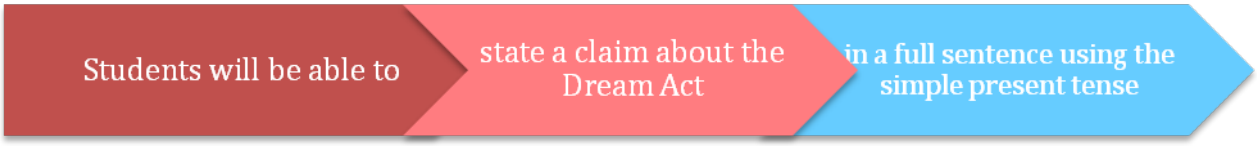
- Students will be able to compare and contrast historical accounts from different points of view *orally* by using *similar to, different from, in contrast,* and *similarly.*

- Students compare and contrast characters using *similar to, different from, greater than,* and smaller than in a *written* paragraph.

Model 3



Example: Students will be able to state a claim about the Dream Act in a full sentence using the simple present tense.

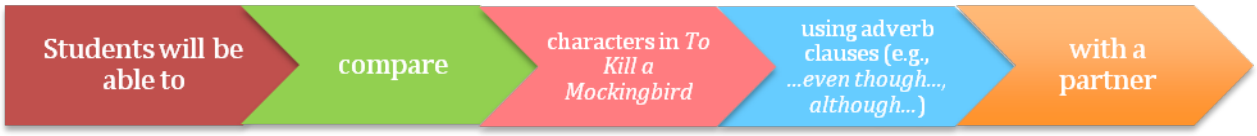


Model 4

Examples:

- Students will be able to compare events of the Civil War using adjectives (e.g., *the most significant event, more obstacles than…*) and a graphic organizer.

- Students will compare characters in *To Kill a Mockingbird* using adverb clauses (e.g., *Scout…even though…, Although Atticus…*) with a partner.



Model 5

Example: Students will be able to report a group consensus using past tense citation verbs: *determined, concluded.*

5.3.2 Lesson Planning Protocol

This protocol[76] is designed to help teachers collaboratively develop standards-based and objective-driven lessons.

Preparations and Materials

- Time: 60–90 minutes. Adjust as needed.
- Copies of or access to the texts (videos, articles, problem sets) to be used in the lesson.
- Copies of the lesson planning protocol.

[76] Adapted with permission from WestEd.

- Copies of the FLG Dissection Tool and the Micro Function Dissection Tool—ideally filled out beforehand by the presenting teacher.

Process

1. **Roles (2 minutes)**
   - Determine roles: facilitator, presenting teacher(s), time keeper, note-taker.
   - Determine how to record notes—e.g., on procedures sheet, in Google Doc.
2. **Norms (3 minutes)**
   - Review suggested norms of collaboration and select a norm to focus on for the session.
3. **Set context for the lesson (5 minutes)**
   - The presenting teacher shares background information about the lesson to be developed. This may include, but need not be limited to, information about any of the following:
     - Class dynamics and student needs.
     - Any background knowledge of students.
     - Content connections to be addressed in the lesson.
     - Essential questions addressed in the lesson.
   - After the teacher shares, the group may ask clarifying questions about the context.
4. **Revisit the FLG (10–15 minutes)**
   - The presenting teacher shares the place in the progression of the learning plan (Stage 3) and the FLG that will be used in the lesson.
   - The group analyzes the FLG to determine the essential concepts and skills students will develop through engagement with the text. Use the FLG Dissection Tool and/or Micro Function Dissection Tool.
5. **Craft the language objectives (10–20 minutes)**
   - The group collaborates to write the language objective for the lesson. The presenting teacher may want to share his or her ideas first. A suggested sentence starter for the objectives: "After the lesson, students will be able to independently apply their knowledge of…to…by…"
   - The group may work collaboratively to write the language objectives for the lesson. The presenting teacher has the prerogative to share his or her ideas first.
6. **Develop formative assessment (5–10 minutes)**
   - The group determines how students will demonstrate evidence for meeting the objective(s).
7. **Academic language (5–10 minutes)**
   - The presenting teacher shares the academic language that will be addressed in the lesson, noting if the productive and receptive modes and each dimension are addressed:
     - Discourse

- Sentence
- Word/phrase

8. **Analyze texts and materials (5–10 minutes)**

   - The presenting teacher shares any pre-selected materials and text(s) students may be engaging with and briefly explains why they were chosen.
   - The group reviews the materials and asks clarifying questions.
   - The group discusses the extent to which the materials align with the FLGs, salient content connection (academic standard), and objectives.

9. **Design and sequence activities (10–15 minutes)**

   The following questions are designed as a springboard to generate ideas for strategies and activities to create a strategic sequence of engaging activities to support student learning. It is not necessary to have an activity for every question.

   Lesson Opening

   - How will the objectives be communicated at the beginning of and throughout the lesson?
   - What knowledge or skills do students need to have or practice before engaging with the text(s)? How will they do this?
   - How will students set goals for their learning?
   - What direct instruction is needed, if any? How will it be provided?

   During the Lesson

   - How will students engage with materials?
   - How will students gather information or take notes?
   - How will students think deeply about the information they gathered?
   - How will students practice what was introduced?

   Lesson Closing

   - How will students apply what they learned? What is novel about this?

10. **Review Lesson (5 minutes)**

    Review the activities in the instructional sequence to check the following. Make necessary adjustments.

    - What are some sociocultural implications that need to be addressed?
    - What are some anticipated student pre-conception/ misconceptions students might hold about the lesson topics, text, or tasks?
    - How will the teacher offer students multiple means of representation, action and expression, and engagement? (UDL principles)

11. **Debrief the Process (5 minutes)**

    - Participants share reflections about the process and insights they gained from the conversation.
    - Facilitator collects feedback about the process.

LESSON NOTES
Lesson Title:
Background/Context Notes
Materials Notes
Text(s):
Potential Challenges
Focus Standard(s)
Objectives
Formative Assessment/Evidence Ideas
Instructional Sequence
Lesson Opening
During the Lesson
Lesson Closing

5.3.3 Looking at Student Work Protocol

This protocol can be used to examine student work samples throughout the ESL MCUs.

Goal: to build data literacy and analysis of focus language goals to inform future learning
Time: 45-60 minutes
Format: for use in collaborative teacher times (i.e. PLC meeting)
Materials: Copies of student work to be examined**,** Copies of relevant assignment materials, identified focus language goals (FLGs) (preferably analyzed beforehand)

1. **Determine roles (2 minutes)**
   Facilitator, Presenter, Time Keeper, Recorder, Process Observer
2. **Review the Norms (3 minutes)**
   Review collaborative norms and select a norm to focus on for the session. For example, norms might include:
   - Focus on evidence
   - Work toward consensus
   - Stick to the time limits for each step of the process.
3. **Present the Work (5 minutes)**
   - Presenter briefly shares student work and explains expectations for focus language goals and context of content standards. Information about the work should be minimal as to not bias the group.
   - Presenter shares student grade level, and English language proficiency level.
4. **Pose Guiding Question for Feedback (3 minutes)**
   Presenting teacher poses a guiding question to direct the analysis and feedback.
5. **Examine Artifacts (5 minutes)**
   - Group members silently examine the work and take notes
   - Participants ask clarifying questions about the work. These are short and intended to clarify, not probe.
6. **Identification of Effective Practices (2 minutes)**
   - Share initial feedback- e.g. exemplary elements, novel ideas, etc.
   - These can be about the instructional design or student work.
7. **Procedures for Analysis (30 minutes)**
   - The facilitator uses the procedures below to foster collaborative conversations around the analysis of the student work.
   - For each section, the facilitator looks for agreement among the group members
   - While the presenting teacher is welcome to contribute to the conversation and answer questions, he or she should focus on listening and taking notes.

Guiding Questions for Feedback

1. *Observations about the Student work*

   Make non-evaluative observations and descriptions of student work. Descriptions may include observations about single pieces of work or patterns across the samples.

   - What do you notice?
   - What patterns and trends do you see?
   - What similarities and differences exist across the range of student work?

2. *Make Inference and Knowledge and Skills (5 minutes)*

   - What skills and knowledge are demonstrated through the work?
   - What evidence is there/not there in relation to the Knowledge and Skills in the unit's Focus Language Goals?

3. *Analyze the Student Work in Relation to the Focus Language Goals (15 minutes)*

   - Did the student meet the projected trajectory toward the Focus Language Goals? How do you know? *Refer to unit's Focus Language Goals and WIDA Performance Definitions for Speaking and Writing.*[77]
   - What strengths are evidence in the student work?
   - What evidence is there of complete mastery of knowledge and skills as they relate to the FLGs?
   - What evidence is there of partial mastery of the knowledge and skills as they relate to the FLGs and intended level of rigor?
   - Where is the evidence lacking as it relates to the knowledge and skills in the FLGs?
   - What are the next steps for student language development?

8. Feedback and Reflection (5–10 minutes)

Once analysis has ended, presenter may ask clarifying questions of the discussion and share reflections about the analysis and feedback.

9. Debrief (2–5 minutes)

Facilitator leads a debrief of the process as follows:

- How did this analysis help us support student success?

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[77] Keep in mind that English language proficiency is a developmental process and not necessarily a linear process. Thus, you may notice that students may demonstrate a range of abilities within and across each English language proficiency level. Because students differ in their native language proficiency, academic background, and other individual differences, their learning trajectories may vary across domains and across different types of tasks in different disciplines. We must remember that ELL status is temporary status that does not categorize a student (e.g., "a Level 1 student"), "but, rather, identifies what a student knows and can do at a particular stage of ELP (e.g., 'a student at Level 1' or 'a student whose listening performance is at Level 1')" (Shafer-Willner 2013b).

- How could this analysis be improved?
- What other reflections do group members have?

5.3.4 Preparation Sheet for Educators[78]

<table>
<tr><td>Presenter:</td><td>Grade(s)/ELP levels:</td></tr>
<tr><td colspan="2">Presenters: To help everyone get the most out of the limited time to collaborate, make sure to complete the following checklist before meeting with the group.

❒ Make enough copies of any lesson materials (lesson, texts, etc.)
❒ Complete and make enough copies of this document. This should only take 10 minutes to complete!</td></tr>
<tr><td colspan="2">Brief description of lesson/context</td></tr>
<tr><td colspan="2">Language objective (if not included in lesson materials)</td></tr>
<tr><td colspan="2">Unpacking
In the spaces below, record the language objective and academic connection (content standard or key academic practice) of the lesson, as well as any stated or implied knowledge from the language objective or standard that will be taught in the lesson.

<table><tr><td colspan="2">Focus learning: language objective and academic connection</td></tr><tr><td>Prior knowledge</td><td>Prior skills</td></tr><tr><td>Knowledge to teach/review</td><td>Skills to teach/practice</td></tr></table></td></tr>
<tr><td colspan="2">What type of feedback would you like?</td></tr>
</table>

[78] Adapted with permission from WestEd.

6 Focus Topics in Next Generation ESL

6.1 State Standards for All Students: EL Considerations

In addition to developing deep knowledge and skill about the process of language acquisition, ESL educators must understand how to interweave academic standards into language instruction.

In "Application of Common Core State Standards for English Language Learners," the CCSSO and the National Governors Association Center for Best Practices state their strong belief that all students should be held to the same high expectations during instruction. However, they acknowledge that the way students meet these expectations will and should differ based on children's needs, and that ELs may require more time, appropriate instructional support, and aligned assessments as they acquire both ELP and content area knowledge.

Similarly, the Massachusetts Curriculum Frameworks include statements about standards-based instruction for ELs.[79] The Frameworks affirm that effectively educating ELs requires:

- Well-prepared and qualified educators.
- Literacy and language-rich environments.
- The use of language proficiency standards in conjunction with the content standards to help ELs become proficient and literate in English.
- Understanding that it is possible for ELs to achieve the standards without manifesting native-like control of conventions and vocabulary.
- Ongoing instructional diagnosing of each student, adjustment of instruction accordingly, and close monitoring of student progress.
- Provision of more time and appropriate instructional support for those students who need it.
- Instruction that develops foundational skills and enables ELs to participate fully in grade-level coursework.
- Understanding that ELs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks.
- Understanding that students' native language/s and culture/s knowledge and skills are valuable resources for students, schools, and society, and then building on this enormous reservoir of talent.
- Instruction about how to negotiate situations outside academic settings so they can participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors.

[79] Note, in particular, Appendix II (p. 123) in the recently released Massachusetts Science and Technology/Engineering Frameworks,

The Massachusetts ELA/Literacy Framework (p. 7) recognizes that

> it is beyond the scope of the standards to define the full range of supports appropriate for ELs and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

Content and language educators must continue to develop expertise and collaborate to help all ELs gain the necessary knowledge and skills for CCR.

Standards-based expectations also highlight how ESL teachers may need to become increasingly familiar with key content area standards. ESL teachers bring expertise in language, linguistics, and literacy development,[80] but they are in the tricky position of using that expertise in the context of multiple disciplinary academic demands. For example, ESL educators would be well served by developing a thorough familiarity with the Massachusetts Framework for ELA and Literacy.

The following questions can be used to consider the readiness of ESL teachers to deliver standards-based instruction that incorporates shifts in the Frameworks:

1. Are all ESL teachers thoroughly familiar with the Massachusetts ELA and Literacy standards? This framework is not just for ELA, but also for literacy across content areas.
2. Have ESL teachers had the opportunity to delve deep, unpack, and really understand this framework?
3. Have ESL teachers been part of professional development efforts to further unpack, understand, and strategize teaching around standards and the CCSS shifts?
4. Are ESL teachers only familiar with anchor standards or do they know specific grade-level expectations? ESL teachers who teach multiple grades may need additional support as they gain expertise about grade-level expectations in the standards.

Moreover, as educators incorporate the state standards into ESL curricula, it may be useful for them to keep in mind the following:

- Three major shifts in the new ELA/literacy Frameworks (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010b; Student Achievement Partners, n.d.):
  - **Regular practice with complex texts and their academic language.**
  - **Reading, writing, and speaking grounded in evidence from texts, both literary and informational.**
  - **Building knowledge through content-rich nonfiction.**

[80] As required in 603 CMR 7.06: "Subject Matter Knowledge Requirements for Teachers."

- The **Fundamental Skill Set** highlighted in the PARCC Model Content Frameworks (Caesar, 2014; Partnership for Assessment of Readiness for College and Careers, 2012), which helps identify critical practices that our students remain engaged in across content areas. Students must be able to:
    - Cite evidence.
    - Analyze content.
    - Study and apply grammar.
    - Study and apply vocabulary.
    - Conduct discussions.
    - Report findings.
- **Key areas** within the standards in which to support struggling readers. Achieve the Core's *Elements of Success for All with the CCSS: Grades 6–12* (Liben & Liben, 2013) outlines how educators can help every student engage with the standards by:
    - Addressing fluency for those students who need it.
    - Supporting development of academic language proficiency through speaking and listening.
    - Supporting development of academic language proficiency through attention to syntax and academic vocabulary in complex text.
    - Ensuring that students have opportunities to grow academic vocabulary through word study, close reading, and a volume of reading.
    - Providing opportunities for students to read complex text closely and analytically on a regular basis, gradually developing students' ability to learn from complex text independently.
    - Increasing the volume and range of *accountable* reading.
    - Helping students use evidence to inform, argue, and analyze (write and speak with support from sources).
    - Providing regular opportunities for short, focused research.

Working with content area educators, ESL educators should connect their instructional design and delivery to selected standards from the core content areas to draw learning contexts for developing academic language. As there are multiple demands on ELs and many standards to consider, ESL educators need to collaboratively make choices and clarify priorities. In making these choices, they should focus on key shifts and common analytical and linguistic practices that cut across multiple content areas, such as those identified in the Key Uses of Language and the "Relationships and Convergences" diagram.

The Center on Standards & Assessment Implementation proposes that, in order to strategically prepare ELs for increased language demands across content areas, educators should provide instruction that:

1. Emphasizes use of language in context.
2. Connects with central concepts of content.
3. Connects with standards for practice.
4. Emphasizes ELs' interaction with other students.

5. Provides avenues for broader modes of communication.
6. Includes educative/formative assessment.

Finally, WIDA has proposed a set of Essential Actions (EAs), or evidence-based strategies, for educators to apply in implementing standards-referenced, language-centered education. Several of these relate to how educators can connect language development of academic practices and grade-level expectations:

- EA 2: Analyze the academic language demands involved in grade-level teaching and learning.
- EA 4: Connect language and content to make learning relevant and meaningful for ELs.
- EA 6: Reference content standards and language development standards in planning for language learning.
- EA 8: Provide opportunities for all ELs to engage in higher order thinking.
- EA 11: Plan for language teaching and learning around discipline-specific topics.

Other EAs also remind educators to keep in mind the developmental nature of language learning (EA5), to design instruction with attention to the sociocultural context (EA7), to allow ample time for language practice (EA9), and to use instructional supports to help scaffold language learning (EA12).

These various pieces of guidance from several state and national organizations point us back to some of the foundational beliefs of this project's Planning Committee:

- To succeed, ELs must engage with well-designed curricula that are aligned to WIDA and the Massachusetts Curriculum Frameworks.
- ELs at all proficiency levels have the same ability as native and proficient speakers to engage in cognitively complex tasks.
- When ELs receive appropriate support to access ideas, texts, and concepts expressed in English, we can strategically work toward the simultaneous development of language, analytical practices, skills, and knowledge expected at the students' particular grade levels.

6.2 Text Complexity Analysis Tool

Introduction to the Text Complexity Analysis Tool

This adaptation of the Text Complexity Analysis Tool[81] was designed to help educators analyze and select appropriate texts for their Next Generation ESL units and lessons.

Many factors affect text complexity. With increased attention to planning around these factors, teachers can better support their students in accessing and reading different text types and more complex texts.

[81] Adapted with permissions granted by Student Achievement Partners, Achieve the Core Creative Commons License.

Planning based on text analysis ensures that English learners will engage with grade-appropriate, complex, interesting, and important texts, as is required to reach our Massachusetts standards (Shanahan, Fisher, & Frey, 2012). By analyzing texts in the curricular design phase, teachers can strategically select texts that are appropriate for instruction given that they:

- Align to and support the Next Generation ESL Focus Language Goals, skills, and knowledge.
- Address students' second language and literacy growth needs and next steps.
- Assist the teacher to expertly and appropriately scaffold English learners up the "staircase of complexity."
- Inform the way a teacher will bring together a text, a task, and the reader.

The ESL Text Complexity Analysis Tool is based on a tool originally developed by Student Achievement Partners. The tool enables a three-part measurement for text complexity, presented in the Common Core and Massachusetts standards. The tool prompts evaluation of the *quantitative*, *qualitative,* and *reader/task* considerations in the process of choosing texts.[82] The ESL Text Complexity Analysis Tool includes prompts for ESL teachers to think about how complex texts, tasks, curricular goals and student variables come together. Text analysis ultimately informs selection of texts and design of tasks for supporting students in accessing language and concepts and in making meaning from messages embedded in the texts.

Teachers must consider that what they ask students to do with text (the task) also affects the overall text complexity. Therefore, more complex tasks will require instructional scaffolds and supports for ELs to access the text (e.g., chunking text, excerpting sentences). This justifies noting a common strategy used by educators historically whereby text is simplified to make content comprehensible for English learners in order to decrease the linguistic load for learning about a content or topic. Experts have documented significant overuse of text simplification resulting in English learners losing the opportunity to be exposed to rich and varied discourse, genres, and language in text. ESL teachers must therefore always consider the purpose and outcome for students using particular text. According to the Definition of the Focus of ESL Instruction (Section 2.2), it is essential for English learners at every proficiency level to have meaningful access to grade-level text and standards. ESL teachers must therefore intentionally design curriculum and focus instructional practices, scaffolding, and instructional supports on assisting students to access and engage productively with a variety of types of texts that are grade-appropriate and represent various levels of complexity and difficulty. In other words, teachers should not only use texts that vary in difficulty and complexity, but the amount of help, guidance, explanation, and scaffolding ought to vary, too.[83] Helping ELs unpack academic texts, through strategically designed

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[82] See NGA Center & CCSSO, 2012, *Supplemental Information for Appendix A*, p. 4.
[83] From Shanahan's blog on "Further Explanation of Teaching Students with Challenging Text": http://www.readingrockets.org/blogs/shanahan-literacy/further-explanation-teaching-students-challenging-text.

instructional tasks, over time, intentionally leads them to gradually and independently internalize an awareness of the relation between specific linguistic features and patterns and the functions that they serve in texts (Fillmore & Fillmore, 2012).

ESL Text Complexity Analysis Tool

1. **Quantitative measurement.** Select texts that meet your instructional objective and unit or lesson objectives. Measure text quantitatively online. This can help you to establish lexile level and grade band. Go to http://www.lexile.com/ and enter the title of your text in the Quick Book Search in the upper right of home page. Most narrative texts will have a Lexile measure in this database.

   For more information on other valid quantitative measures for informational text, see ATOS book levels for many informational texts at http://www.arbookfind.com. Questar Textbook Readability provides the Degree of Reading Power score. Go to http://www.questarai.com/products/drpprogram/pages/textbook_readability.aspx.

Quantitative Tool:
_____

Score:
_____

QUICK REFERENCE CHART FOR GRADE BAND:

GRADE BAND	LEXILE	ATOS	QUESTAR-DRP
2-3 band	420-820L	2.75-5.14	42-54
4-5 band	740-1010L	4.97-7.03	52-60
6-8 band	925-1185L	7.00-9.98	57-67
9-10 band	1050-1335L	9.67-12.01	62-72
11-CCR* band	1185-1385L	11.20-14.10	67-74

*** College and Career Ready**

2. **Qualitative measurement.** Consider the four dimensions of text complexity below. For each dimension, note some examples from the text that make it more or less complex for your English language learners.

Meaning/Purpose of Text • How does it model or connect to the unit Focus Language Goal, key uses of academic language, CCSS shifts, or key academic practices? • Literal or inferred meaning, explicit or implicit meaning	**Structure of Text** • Chronology • Traits of genre or discipline-specific traits • Graphics and text features and their functions
Language Challenges • Word level, sentence level, and discourse level • Consider in conjunction with ELP level	**Knowledge Demands** • Prior knowledge expectations • Sociocultural considerations

Additional exemplars of complexity in texts to consider (August, 2013; Fisher, Frey, & Lapp, 2012):

- Are there multiple levels of meaning in the text? What messages are literal versus inferred? Is the purpose explicit or explicit?
- Is the organization of the text clear? Are time sequences chronological or does the author intentionally distort them?
- Is there a lot of sophisticated figurative language? Use of archaic language?
- Does the author use variations to standard English (e.g., regional variation or dialect)?
- Does the text assume any specialized or technical content knowledge?
- What text features, graphics, and images are used to cue the reader?
- Does the writer use unfamiliar general and domain-specific vocabulary extensively?
- Other: _____

3. **Reader and task considerations:**

- How will I use this text in my unit or lesson? For what instructional purpose? *(Independent reading, close reading, multiple readings, read-aloud, partner reading)*
- What will challenge my ELs most in this text?
- What will I focus on, that can help my ELs learn from this challenging text?
- What opportunities exist in the text? *(Connection to student lives, interest, motivation, cognitively challenging, linguistic connections to L1, cognates, morphology)*
  What background knowledge must I build? Do I need to pre-teach? How much?
- What supplemental texts might students read in support of and/or in conjunction with this text?
- What adaptations can I make to this text to provide amplification and clarification of meaning, as opposed to just simplifying the text?[84]
- What supports or scaffolding will I need to provide to assist students with this complex text?
- How can different tasks I could design with this text help my English learners make better meaning of the text? Does a task create more complexity or does it help ELs with meaning making?
- What implicit text messages or features must I make explicit for my ELs?
- How will this text help my students build knowledge about the content context?
- How will this text help my ELs with the ESL unit's Focus Language Goals, academic practices, or with language objectives in this lesson?
- Other: _____

6.3 Universal Design for Learning

In recognizing that students vary in how they learn best, the Next Generation ESL Project: Model Curriculum Units incorporated UDL principles into development process of the units and lessons. The project sought to ensure that units are accessible to all learners. Guidance about UDL was provided to the writing teams, and each unit was reviewed with a UDL lens. This section presents a brief overview of the ways in which the project incorporated UDL guidelines into the units, a discussion of how this can be

[84] For more information, see Bunch, Walqui, & Pearson, 2014.

used to inform future curriculum development for English learners, and suggestions for supporting variability in the classroom.

Incorporation of UDL into the Next Generation ESL MCUs

1. **Intentional design at the unit and lesson levels.** The goal was to develop curricula that are accessible to a range of learning styles and student needs. At the unit level, incorporation of UDL guidelines can be seen throughout Stages 1–3 of the annotated unit template:

    - In ***Stage 1***, each unit clearly articulates the desired results, or the FLGs. Clear articulation of the goals allows students to monitor their own progress, and gives educators an opportunity to offer options for representation, action and expression, and engagement aligned to these overarching unit goals. Furthermore, each unit has an underlying theme of social justice. This lens promotes student engagement as students become more aware of, and think critically about, the world around them by addressing authentic complex issues.

    - In ***Stage 2***, each unit contains clear evaluative criteria and a CEPA. The evaluative criteria provide a clear articulation of the language expectations for the unit and can promote the student's monitoring of his/her own learning. The CEPA gives students the opportunity to delve into relevant performance-based tasks, seen through a social justice lens and addressing authentic complex topics of interest. This makes the learning meaningful to students and heightens student engagement, in alignment with UDL Guideline 7, "*Provide Options for Recruiting Interest*." Guidance for creating performance tasks included specific instruction to ensure that the CEPA was designed to allow the widest possible range of students to participate. As a result, writing teams reflected on how to best ensure accessibility while creating CEPAs. Stage 2 also articulates other evidence such as formative assessments used in the unit, which require prior establishment of clear goals to ensure that what is being assessed aligns with the intended objectives for the unit. Each completed unit, along with its lesson plans, provides ample opportunities for contingent formative assessment practices, which can then inform instruction and provide actionable feedback to students.

    - In ***Stage 3***, the unit template provides thinking prompts for varying sociocultural implications. The template prompts writers to consider different ways in which students might express concepts and skills embedded in the unit, and to then provide for multiple pathways for student engagement, representation, and action and expression. This personalizes and makes learning relevant and meaningful for students, and can help educators meet a broad range of learner needs.

    At the lesson level, UDL is embedded through various thinking prompts on the annotated lesson plan template, again promoting consideration of how the lesson can provide multiple means of representation, action and expression, and engagement that align with the intended learning goal.

    - Reflective thinking prompts can be seen at the lesson level in regard to the selection of resources for the lesson. Writing team members considered various types of supports that could be used, as well as how to best meet the needs of students at varying language proficiency levels, and of various cultural, linguistic, experiential, and academic backgrounds.

- The annotated lesson plan template incorporates thinking prompts to promote a variety of types of assessments, including ample opportunities for ongoing formative assessment, which can be used to provide specific and actionable feedback to students about their progress, inform instruction, and for student self-assessment in relation to the intended learning goal. This variety aligns well with UDL principles, which call for providing students with multiple ways to demonstrate learning and monitor their own progress.
- Prompts for reflecting on student considerations such as sociocultural implications and misconceptions at the lesson level are also included. The template includes "troubleshooting" questions to promote thinking about how to plan responsive instruction and make adjustments as needed. UDL encourages proactive instructional design, where supports are provided to all form the onset of the lesson.

2. **Careful revision:** All units were reviewed through a UDL lens, developed in consultation with CAST. Reviewers began by thinking about the main unit and lesson objectives, what barriers could prevent a student from accessing instruction and achieving unit goals, and how these barriers could be addressed. Once reviews began, each lesson was analyzed with a two-prong approach. First, lesson objectives were evaluated for clarity and alignment with overarching unit FLGs and salient content connections. Then the lesson activities were analyzed to ensure that options for engagement, perception, and action and expression were provided to all students and aligned to the lesson objectives. If the analysis suggested that any of the UDL principles was absent from the lesson, the team reviewed what resources could be incorporated into the lesson to ensure accessibility and to support student achievement of learning goals. Throughout this process, CAST staff provided support, feedback, and guidance as needed.

Points to Consider for Future Curriculum Development

1. **The importance of intentional design.** Educators should design with intentionality, thinking about ways to provide multiple means of representation, action and expression, and engagement as suggested by the UDL framework from the onset. Make sure to establish clear learning goals for each lesson. This helps to ensure that the chosen supports align with the goals.
2. **The importance of careful revisions.** When revising, educators should keep going back to the unit goals and lesson objectives to ensure that all three key UDL principles (multiple means of representation, action and expression, and engagement) are represented and aligned with these goals. (Note that not all UDL *guidelines* need to be incorporated in every lesson. Rather, integration of the guidelines should be strategic and purposeful, tied to specific learning goals.) One helpful technique is to highlight each time a UDL principle is incorporated, using a different color for each principle. This type of analysis can serve as a visual reinforcement to check whether all principles are effectively represented and aligned to the learning goals, and whether UDL principles are incorporated in a balanced way throughout the unit—not just in a few lessons.
3. **Sample thinking prompts.** Develop a set of thinking prompts to consider twice: once at the outset of planning and once during review. The annotated lesson plan template holds some examples; a longer list appears below.

- What is the language objective? What key skills and knowledge are students expected to learn and demonstrate?
- What barriers might prevent a student from accessing the lesson and/or unit? How might I minimize those barriers, using the UDL guidelines as a tool for thinking about and addressing them?
- What barriers might prevent a student from successfully reaching the learning goal? How could those barriers be addressed or minimized during the design stage?
- Are all three core principles (multiple means of representation, engagement, and action and expression) represented in the lesson and aligned with the learning goal? If not, how could they be incorporated?
- What options for perception can/does the lesson present, in line with its objective(s)? How can the lesson's information be displayed and/or shared to ensure that it is accessible to a variety of learners?
- What options for engagement can/does the lesson present, in line with its objectives(s)? Are there opportunities for students to personalize the learning in the lesson? Is the learning meaningful and relevant to students?
- What options for action and expression can/does the lesson present, in line with its objective(s)? What opportunities for students to personalize the learning can be incorporated into the lesson? How can the lesson be meaningful and relevant to students?

Sample Suggestions for Supporting Variability

Carefully choose resources to support variability based on the specific learning goals of the lesson and the students in front of you. This section suggests a few ways to integrate UDL principles into common instructional activities.

1. **Offering options for presenting information** (*UDL Principle 1: Provide Multiple Means of Representation*):
   - When using videos, preview what students should be looking for (either through focus questions or a bulleted list of guiding questions). Make the video available to students to view on their own and have captions and/or transcripts for the video when possible. Offer students the option of pausing the video at different points to ask questions that connect to relevant lesson concepts.
   - Highlight key vocabulary from text passages and videos that connect to relevant concepts and learning goals using tools that provide multiple representations (e.g., images as well as text). For example, use an online picture dictionary such as Merriam-Webster's *Visual Dictionary Online*, and provide a class word wall or individual vocabulary journals that include words, images, and sample sentences using the target word.

- Highlight key take-away ideas from each lesson. For example, provide a bulleted list or concept map graphic organizer.
- Post and explain the goal or objective for each lesson so students can see and understand it. When the goal is clear for students, it allows them to relate better to the content and activities in the lesson. It also provides an opportunity for self-monitoring and self-assessment.
- Make sure materials (especially teacher-created ones) are accessible to all learners. This may include captioning videos, offering text-to-speech options, images alongside text, and descriptions that can be read aloud. Note that accessibility may be necessary for some students, but can benefit many other students and promote student engagement with lesson concepts and skills. The National Center on Accessible Educational Materials provides a comprehensive list of best practices for ensuring accessibility of educational materials.

2. **Offering options for students to demonstrate their learning** (*UDL Principle 2: Provide Multiple Means of Action and Expression*):
   - Provide opportunities for students to proactively build their own learning resources. For example, they may use a notebook, learning log, or online notebook such as Zoho Notebook. Having students set up their notebooks for the unit on the first day could be helpful. Notebooks can include background information, ideas students already have about the unit goals or lesson objectives, or notes about how students feel about the upcoming unit.
   - Offer a checklist for student work each day, so they can monitor their progress toward the learning goal. For example, use Checkli to create and post new checklists.
   - Give students the option to use graphic organizers or concept maps to show their understanding, especially as the lessons progress within the larger unit.
   - Offer options for students to use technology to show what they know. For example, make CAST's BookBuilder available for reading, creating, and sharing books.
   - When providing options for action and expression, be sure that the necessary components and requirements are clear so that, regardless of the option a student chooses, the method for assessment and expectations are clear.
3. **Offering options for students to engage with the content** (*UDL Principle 3: Provide Multiple Means of Engagement*):
   - Make information relevant and authentic by offering examples or ways for students to relate the content to their daily experience or background.
   - Offer ways for students to minimize distractions from their environment. For example, a quiet corner in the classroom or headphones can give students a chance to work in a quiet space, if that helps their learning.
   - Use an exit ticket to formatively assess student progress. When needed, make changes for the following day/lesson based on what you learn from the exit ticket.

- As students work, offer process-oriented feedback toward the learning objectives for the day. Try to avoid feedback that is not specific, such as "good job" or "nice work." Instead, consider giving specific and meaningful feedback that is tied to learning objectives, such as "effective use of adjectives."
- Provide time for students to reflect on their own learning towards the objectives for the day or lesson. Educators can begin by fostering a habit of reflection in their own practice, then training students on how to engage in self-reflection.

6.4 Attending to the Role of Critical Stance and Social Justice in ESL Curriculum Development

At the outset of the Next Generation ESL Curriculum Project, the ESL MCU Planning Committee articulated a priority, reflected in the Next Generation ESL theory of action, that next generation ESL would attend explicitly to strengthening student agency and critical stance, incorporating student identities, backgrounds, prior knowledge, and experiences. In next generation ESL, students are actively engaged in learning as critical thinkers who evaluate information and attitudes, and make choices and effect change. Giving them the opportunity to gather information, question, and address real-world issues affecting themselves and their communities, next generation ESL prompts investigations of authentic critical issues as context for language development attending to deep understanding and transfer through the CEPA. In this way, a next generation ESL curriculum encompasses:

- A student-centered framework, in which student background, experience, and prior knowledge drive contingent pedagogy reflected in the curricular design.
- A sociocultural framework that acknowledges that language is built within each unique sociocultural context.
- A critical framework in which students use higher-order thinking to question existing situations and perspectives, and use knowledge and language as tools to make choices, in action, to pose solutions.

In the next generation Model Curriculum Units, these three frameworks intersect as follows:

- **The UbD enduring understandings and transfer goals provide for student agency and independent transfer of language learning to new contexts.** Unit development processes guide the curriculum toward independent transfer goals that allow for demonstration of understanding and learning in new contexts or with authentic problems students will solve using their language and critical lenses. This expectation is inherent in next generation standards and shifts aimed at CCR.
- **CEPA, curricular tasks, and investigations connect to social justice and using language to take action.** CEPAs provide the opportunity to use new language to investigate and address topics in social justice or to apply learning to a real-world problem that is within students' sphere of influence. Throughout the units, students explore language as a powerful vehicle in learning about concepts; engaging in cross-disciplinary analytic practices; and fortifying their critical lenses and agency to make choices, interact with their environment, and when necessary influence change. We

caution educators to maintain an awareness of the necessary balance between knowledge and action, so that insufficiently informed engagement in social justice does not serve to reproduce the very problems it seeks to disrupt (North 2008).

- **A curriculum should be student-centered and contextualized.** Students' prior knowledge and experiences are analyzed as the starting point for curriculum development during the collaboration phase of next generation ESL, and throughout a unit as planned curriculum trajectories merge with dynamic and contingent pedagogy, informed by student learning. Throughout the next generation ESL curriculum development process, at unit and lesson levels, the teacher systematically analyzes and plans around sociocultural contexts and implications, and begins curricular design from what students can do. This culturally responsive approach recognizes students' identities and acknowledges their languages, cultures, experiences, perspectives, and prior knowledge as assets to the learning process.
- **Multiple perspectives and multiple modalities build critical lenses.** Educators are encouraged to incorporate UDL guidelines to provide multiple means of engagement, action and expression, and representation in curricular design. The addition of multiple culturally sustaining resources and perspectives ensures that students can safely investigate, discuss, question, and understand concepts and stances. Students are poised as partners in the learning process, responsible for self-assessment and monitoring. This dynamic aspect of curricular contextualization to student lives and experience, active student ownership of learning process, and recognition of multiple perspectives helps students to understand their own identities, values, beliefs, and perspectives while building critical lenses to understand others.

In the model ESL units, many aspects of critical stance become more visible as the curricular design is implemented and enacted in instructional practice, and in both planned and spontaneous interactions between the students and the teacher. Educators are encouraged to design language curricula that engender the kinds of contexts, performance tasks, and practices that lead to student development of critical lenses, agency, and achievement.

Elements of Critical Stance in One ESL MCU: Access to Clean Water

1. **Language development integrated with grade-level standards and practice expectations**
   Grade-level standards (e.g., CCSS.ELA-LITERACY.RH.6-8.8, "Distinguish among fact, opinion, and reasoned judgment in a text") and academic practices (e.g., stating opinions and claims) are inherently included in the design of the unit, as context for FLGs. The context for language use supports students in reading, writing, listening, and speaking about an issue of global interest and need, as they use language to learn about the issue and pose a solution.
2. **Variety and choice**
   Students choose from a variety of materials to access information (e.g., video, books, abridged articles, images, charts). Choice builds agency, and provides access to different perspectives.
3. **Linguistic and cultural resources of students**
   Students ' first languages are valued and tapped as resources for learning new academic language in English. Students are encouraged to use their multi-lingual resources and knowledge to learn. They refer to bilingual resources (e.g., bilingual dictionaries, cognate charts) and use first language with peers to clarify concepts and bridge concepts between first language and English.
4. **Multiple perspectives**
   Educators are encouraged to design units that include multiple voices and perspectives, through discussion, texts, and research aimed at informing and addressing issues of sociopolitical importance, such as access to clean water. Students should be given ample opportunity to engage with texts, images, discussion of experiences, websites, videos, and other resources focused on the context of access to clean water, all the while building toward the FLGs in the unit.
5. **Sociocultural context analysis**
   Sociocultural perspectives and considerations drive curricular design. Register, genres, text types, topics, tasks, relationships, social roles, and the experiences of students (e.g., potential unfamiliarity with cultural norms of a PSA, or prior experience with access to clean water) should be analyzed as part of the planning for language development.
6. **Multiple modalities, supports, and scaffolding**
   Students read, write, draw, listen. and discuss, using a combination of their senses and all linguistic resources that support learning. Multiple means of engagement, representation, and action and expression are incorporated into the unit with supports (e.g., whiteboards, turn-and-talk, help from the teacher, pointing, gestures, independent thinking time, group discussion). UDL principles and language scaffolds can help remove barriers to learning and optimize access and participation.
7. **Differentiated and student-centered**
   The final product of units is performance-based, and differentiated with appropriate supports for the language development needs of students at different proficiency levels. With the open-ended CEPA in the form of a PSA, students have multiple ways of representing new learning and new perspectives while using language to persuade others and cause change.
8. **Independent action and transfer**
   In next generation ESL, students are positioned to make original contributions to learning tasks. Learning tasks lead to products and performances requiring students to use complex thinking skills; apply language forms and functions within new contexts; and synthesize

multiple materials, unit learning experiences, and perspectives.

9. **Student ownership**
   Students are consciously engaged in taking ownership of their learning; learning tasks invite them to reflect on academic concepts and use new language with real-world authentic applications. Goals and criteria for success are visible and jointly owned by teacher and student. The assessment process throughout the unit includes various forms of student self-assessment and monitoring.
10. **Questioning**
    Students reflect and focus upon the implications of maintaining or changing how things are done in learning or life. Students ask "why" questions and explore "what if" scenarios to understand the rationale behind concepts related to accessing clean water in the world. (In planning this aspect of the unit, developers drew on the UbD "W.H.E.R.E.T.O." and "GRASP" approaches.)

All educators contribute, in their respective roles, to building the identities, critical stance, and agency of ELs. Language experts in particular bring expertise related to the interconnected aspects of language, culture, and content in curricula, instruction, and assessment. Attending to student agency and building critical stance requires that all of these considerations be intentionally woven into curricular design and enacted through instructional practices in the classroom.

For more information on critical stance, see Section 7.3.2, "Additional Resources Focused on Critical Stance and Curriculum, Instruction, and Assessment."

6.5 Dually Identified Students/ELs with Disabilities

This section is designed to provide ESL and bilingual education teachers with foundational knowledge on the assessment, instruction, and progress monitoring of English learning students with disabilities (EL/SWDs).

Meet Ms. B.

I am a licensed ESL and endorsed SEI teacher in Massachusetts. While I am confident in my ability to teach ESL, I am not as confident in my knowledge of special education. Should I be familiar with the special education assessment process and tests used to measure the skills of my students with disabilities? What are my responsibilities in assessing and instructing my students identified as having disabilities? What is my role in the development and implementation of students' individualized educational programs (IEPs)? Since I'm not always invited to IEP meetings, I'm left with the impression that English learner education (ELE) and my expertise in language acquisition aren't essential to the creation of IEPs.

Lastly, I have heard a rumor that special education "trumps" ELE programs. Is this true?

Profile based on a composite of responses from an ESE needs assessment in January 2016

Ms. B.'s concerns are shared by a number of other ESL and bilingual education teachers. Some ESL and bilingual education teachers are unfamiliar with the special education process and are unsure of their roles and responsibilities in meeting the needs of students identified as having disabilities.

The rumor Ms. B. mentions is incorrect: districts are responsible for providing students identified as students with disabilities and ELs with both disability-related and language assistance programs (U.S. Department of Education & U.S. Department of Justice, 2015, p. 25). Furthermore, similar to their content-area and special education counterparts, ESL and bilingual education teachers are equally responsible for ensuring that the unique learning needs of EL/SWDs are met.

6.5.1 Special Education: A Brief Introduction

A Moment in History

The Commonwealth of Massachusetts pioneered special education legislation with its 1972 passage of Chapter 766 (Massachusetts Advocates for Children, 2014), which served as the model for the first federal special education law, the *Education for All Handicapped Children Act* (PL 94-142). Passed in 1975, PL 94-142 guaranteed:

- Students with disabilities the right to a free and appropriate public education (FAPE) in the least restrictive environment (LRE).
- Parent rights to due process.
- Parent rights to be informed in a language they could understand.
- The right to non-discriminatory assessment (U.S. Department of Education, 2007).

Special education is FAPE provided in the LRE. This includes the provision of specially designed academic instruction and related services, designed to meet the unique learning needs of students. Students whose disabilities (see below) adversely affect their educational performance are eligible for special education and related services.[85] A *disability* is defined as one or more of the following impairments:[86]

- Autism
- Developmental delay
- Intellectual impairment
- Sensory impairment (including hearing impairment or deafness, vision Impairment or blindness, and deafness and blindness)
- Neurological impairment
- Emotional impairment
- Communication impairment
- Physical impairment
- Health impairment

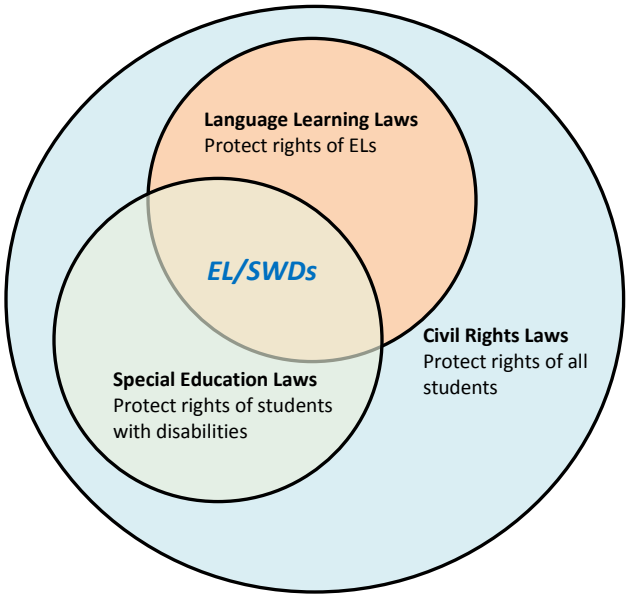
[85] 34 CFR §300.1.
[86] See ESE's "Massachusetts Education Laws and Regulations" page for a complete list of impairment definitions.

- Specific learning disability

It is important to recognize that not all students with one of the abovementioned disabilities require special education. These students may require related services (e.g., transportation, developmental, corrective, and other supportive services) and instructional accommodations to access the general education curriculum (29 U.S.C. §794, Section 504; U.S. Department of Education, 2015d).

Laws Related to EL/SWDs

The laws related to educating EL/SWDs are designed to provide FAPE in the LRE.[87] These include civil rights, special education, and language learning education laws (see Figure 7). ESL and bilingual education teachers must take these legal mandates into consideration when developing and implementing instructional services for EL/SWDs.



Adapted from Serpa, 2011

Figure 7: Laws that interact to ensure the rights of EL/SWDs

Civil Rights Laws

Civil rights laws and related court cases laid the foundation for both special and language learning education. These laws protect the civil rights of all students, including EL/SWDs. They secure protection from discrimination on the basis of national origin or exclusion from meaningful participation in education based on limited English proficiency (U.S. Department of Education, 2015a). As a result of these laws, schools are required to take needed actions to overcome any language barriers impeding equal participation in educational programs and communicate with parents in their native language or mode of communication.

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[87] 34 CFR §300.114; 34 CFR §300.17.

Language Learning Education Laws

Language learning laws require schools to provide English learners with instruction that is designed to help them both acquire English and achieve the same grade-level standards as students whose first language is English. Furthermore, ELs must be provided research-based instruction (U.S. Department of Education, 2015b) and assessed annually for English proficiency. Dependent on a student's IEP, an EL/SWD may participate in annual EP assessments either with or without appropriate accommodations or by taking an alternate assessment.[88]

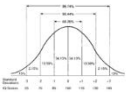
Special Education Laws

Special education laws protect all students with disabilities, including ELs. These laws ensure access to and provision of FAPE in the LRE, as documented in a student's IEP. Equally important, they protect parents' rights and affect the manner in which assessments for special education and related services are carried out for EL students with or suspected of having disabilities.[89]

6.5.2 The Importance of Assessment

Assessment is an essential component of the process to determine eligibility for special education and related services for students with or suspected of having a disability. It is important to recognize that ELs have different assessment needs than their monolingual peers. As well as having disabilities that affect learning of academic content, EL/SWDs need to acquire new language skills, adapt to a new culture, and master grade-level content (Serpa, 2011, p. 26). Unless it is not practicable to do so, assessment and evaluation materials need to be provided in their native language or preferred mode of communication. Doing so provides an opportunity to acquire accurate information on their performance and provides insight into what they know and can do academically, developmentally, and functionally.[90] The information in special education assessments informs the development and implementation of instructional assessments, including the CEPAs and other evaluative tools integrated into the ESL MCUs. See Section 4.3 of this guide for more on the assessment framework of the ESL MCU Project.

[88] For more information on annual English proficiency and content standard testing, refer to ESE (2015f).
[89] 34 CFR §300.304; 34 CFR §300.322(e); 34 CFR §300.9; 34 CFR §300.503(c)(1)(ii); 34 CFR 300.612(a)(1).
[90] 34 CFR §300.304(c)(1).

Regularly Used Special Education Assessment, Tools, and Evaluation for English Learners	
Assessment 	Assessment is the process of collecting different types of information on a daily or periodical basis with a purpose. Many kinds of assessment tools and strategies are appropriate to assess eligibility for EL/SWDs. Formative assessments are those associated with ongoing instruction and progress monitoring. Summative assessments provide student progress information in relation to a particular standard and are administered annually or on particular occasions (WIDA, 2009b). A summative assessment measures student progress in relation to a specific course or standard and is administered occasionally/annually. Examples of summative assessments include MCAS and WIDA ACCESS for ELLs.
Tests 	Tests are tools used to gather data. Standardized, norm-referenced tests are tools regularly used in special education assessment. They compare a student's performance to the performance "norm" of a specific group. Many of the standardized, norm-referenced tests used to determine special education eligibility have been validated with monolingual language speakers sharing the same dominant culture and have not been validated for use with ELs.
Evaluation	Evaluation involves analyzing and interpreting information collected from assessments to inform educational decisions. Two common frameworks for evaluating assessment data:  **Bell curve** data are based on the performance of particular norm groups (e.g., Lisa's performance was scored at the 50th percentile rank which means she did as well as 50% of students who took this test).  **JCurve** data compare a subject's performance on organized curriculum outcomes (e.g., what a student has learned and what a student needs to know in a given grade).

Original table provided by Maria Serpa.

ESL and Bilingual Education Teachers as IEP Team Members

Federal regulations require the IEP team to consider a child's language needs and English proficiency, along with other special factors, since these needs affect the student's IEP. In interpreting evaluation data to determine a student's eligibility and educational needs, the team must draw on a variety of sources including aptitude and achievement tests, parent input, teacher recommendations, linguistic needs, and social/cultural background.[91] Therefore, it is essential that the IEP team include participants knowledgeable of the child's language learning needs, preferably experts in second language acquisition (U.S. Department of Education & U.S. Department of Justice, 2015, pp. 26–27). Including these professionals in eligibility and educational programming helps the team ensure that students receive the language and special education services they are entitled to.

[91] 34 CFR §300.306(b)(1)(iii); 34 CFR §300.306(c)(1)(i).

Distinguishing between Disability and Difference

When determining eligibility for special education and related services of EL students with (or suspected of having) disabilities, ESL and bilingual education teachers are essential members of the IEP team. These teachers understand EL students' language skills as well as the developmental stages of second language acquisition and the effect culture has on learning. As members of the IEP team, language acquisition professionals assist in distinguishing between language and disability in student learning behaviors related to listening, speaking, reading, writing, and mathematics (U.S. Department of Education, 2015c, pp. 6–10). When ESL and bilingual education teachers become concerned about a student's performance in the classroom, it is essential that appropriate, research-based instructional interventions are delivered to struggling students, for students with or without disabilities.

Effective, research-based interventions, like those recommended in the Massachusetts Tiered System of Support (MTSS), are designed to give students targeted academic and behavioral supports in an encouraging learning environment. As a component of MTSS, Response to Intervention (RTI) is a multi-tiered method that increases in intensity based on individual student need. RTI consists of high-quality instruction, progress monitoring, tiered instruction, and parent involvement (RTI Action Network, n.d.). When developing interventions, ESL and bilingual educators must consider language acquisition level, culture and acculturation, and prior knowledge.

6.5.3 Meeting the Learning Needs of EL/SWDs

EL/SWDs have a unique set of learning needs, requiring specially designed language learning instruction and related services. For these students, the design of instruction and instructional activities should support access to general education curriculum content standards as well as language learning programs. Depending on individual need, this may include the implementation of specific instructional strategies and instructional accommodations and/or modifications (Serpa, 1996, 2011). When the students are identified as EL/SWDs, special education and related services are applied to ELE programs.

Special Education Services

To qualify as FAPE, public education must come at no cost to the student or family. Also included: evaluation and placement procedures designed to prevent misclassification and inappropriate placement, periodic reevaluation for special education and related services, and due process procedures for parents and guardians to receive required notices. Under FAPE, parents have the right to review student records and make challenges to evaluation, identification, and placement decisions.[92] The determination of the LRE for students is based on individual learning needs and refers to the educational environment in which students with disabilities are educated with their non-disabled peers, to the maximum extent appropriate.[93]

[92] 34 CFR §300.501.
[93] 34 CFR §300.55.

The IEP: The Building Block of Educational Programming

A student's IEP serves as the basis for educational programming. The IEP is a contract, detailing the services a school will provide to a student. The learning needs of EL/SWDs (including those related to disability, academics, language, culture, and behavior, guided by FAPE and LRE requirements) are documented in the IEP of each student.

Information in a student's IEP includes strengths, evaluation summaries, present levels of educational performance, the effect of disabilities on academic progress, specially designed instruction and modifications, measurable annual goals, service delivery options, schedule modifications, and information related to state and district-wide assessment (ESE, 2001, p. 19). IEPs include information on how students will participate in the general education setting, particularly how students with disabilities will participate in ESL and bilingual education. For this reason, ESL teachers and other language learning educators must access the EL student's IEP and be involved with providing specially designed language learning and academic content instruction.

6.5.4 EL/SWD Information Cards

The following pages contain information on two subjects:

- The eligibility process for EL/SWDs.
- The RTI method's tiered system of support.

EL/SWD Information Card 1
Eligibility Process for Special Education: SWDs and EL/SWDs

Source: Serpa & Rinaldi (2015), based on Serpa (2011); Kingner & Eppolito (2014)

EL/SWD Information Card 2

Tiered System of Support: RTI Considerations for English Learners

Tiered Instruction
Tier 1 1. Has the student been provided with adequate instruction in reading, writing, and math? 2. Is the core curriculum for EL students reflective of academic standards specific to bilingual education and ESL programs? (Example: Are all items understandable, based on the target student's ELP levels?) 3. Is the core instruction of high quality and delivered with fidelity (including intensity and duration)? 4. Is there a difference in the student's performance by subject area? 5. Is the universal screening and progress monitoring process culturally responsive for the ELs? **Tiers 2 and 3** 1. Is the instruction/intervention culturally, linguistically, and developmentally appropriate? 2. Does the intervention include explicit academic intervention in the area(s) where the student is demonstrating learning difficulty? 3. Is there evidence that interventions were implemented with high fidelity as intended? 4. Do Tier 2 and Tier 3 interventions supplement core instruction (not replace it)? 5. Were interventions delivered with higher intensity if the student did not demonstrate sufficient progress? (Examples: increase in number of days and/or amount of time; small group to one-on-one instruction.)
Progress Monitoring
1. Does student progress monitoring data reflect a comparison to age- and grade-level state norms that represent the school population and comparison to a student or "true peer" having been in the same or similar educational setting; sharing the same native language; and having a similar culture? 2. Is there evidence that a student's achievement (e.g., basic skills in reading, writing, listening, and speaking) differs significantly from grade-level standards from that of a true peer? 3. Has the student failed to develop expected native language and English language skills reasonable for his/her developmental and background experiences despite receiving high-quality instruction, including ESL supports as part of the general education?
Parent Involvement
1. Is the student's parent/legal guardian informed of the student receiving preventive, tiered intervention(s) in addition to ESL services as part of the school's RTI/MTSS model (in a language or preferred method of communication they can understand)? 2. Have cultural values and beliefs been considered in planning? 3. Do parents/guardians understand how their child will continue to receive the tiered, ESL, and specially designed instruction if eligible for special education services? 4. Is there a cultural liaison who can link the school and community contexts and parental rights for the parents?

Sources: August & Shanahan (2006); Rinaldi (2015); Rinaldi, Ortiz, & Gamm (2014); U.S Department of Education (2015c)

6.6 Supporting Professional Learning and Collaborations in the NG ESL MCUs

The language development of ELs is the responsibility of both ESL and other content teachers. Program coherence and cross-disciplinary collaboration are crucial for success in any of our programs. ESL and other content teachers need support, strategies, professional development, and mechanisms in place to be able to work collaboratively. Teachers developing Next Generation ESL MCUs were given several tools (such as the Collaboration Tool and related processes and protocols) and time to help them collaborate and engage in guided instructional conversations. These conversations supported the teachers as they planned instruction to cultivate their ELs' higher-order thinking skills and develop their ability to process and produce increasingly complex language. They resembled the type of discussions promoted in PLCs.

While there is no single, common definition of a PLC, a literature review by Stoll et al. (2006) contends that, generally speaking, a PLC is a professional learning model in which groups of educators meet routinely to share and critically analyze their professional practices in a manner that is reflective, learning-centered, and growth-oriented. Ultimately, the purpose is to support student learning and achievement by enhancing or improving teacher practices related to curriculum, instruction, assessment, and analysis of student work (Hord, 1997).

In their research, Stoll et al. (2006) and Tam (2015) suggest that PLCs have the potential to positively impact teachers and students in numerous ways when they provide, and sustain a collaborative environment dedicated to analyzing teacher practices. Positive outcomes for teachers include enhanced perceptions of self-efficacy as well as a greater willingness to try new and innovative practices. Benefits for students that may result from teachers' improved practice include increases in motivation, achievement, and overall performance in school.

6.6.1 Elements of Effective PLCs

Establishing productive PLCs is not always easy. Districts and schools often struggle to find the time for teachers to routinely meet and work together. In "Finding Time for Collaboration," Raywid (1993) describes how schools across the country have met the challenge of finding time to collaborate. (She notes that districts and schools also wrestle with how to support PLCs to ensure that they effectively support teacher and student learning.)

While there is no specific recipe for a productive PLC, there appear to be some essential ingredients that school leaders should work to put into the mix. The following factors contribute to well-run PLCs, which can in turn make them worth the effort for all involved:

- **Focus on improving professional practice.** PLCs are not the time to plan field trips or schedule parent conferences. If a PLC is to have a positive and substantive impact on teacher and student learning, teachers' collaborative time must focus squarely on sharing and receiving feedback and ideas that relate to curriculum, instruction, and assessment.

- **Consistent membership.** Members of a PLC must feel comfortable sharing artifacts of their professional practice with each other. As Hord (1997) points out, it can take time for teachers to develop this mutual trust. Productive PLCs tend to have consistent membership, enabling participants to become familiar and comfortable working with each other.
- **Established norms.** Clear norms make any meeting more efficient. Productive PLCs should also have norms that support rich, meaningful conversations (e.g., Garmston & Wellman, 2013). Examples of useful norms include *presuming positive intentions*, *being fully present*, and *putting ideas on the table*. Well-run PLCs frequently review norms at the beginning of each meeting, use them to get back on track when some participants might be heading off on a tangent, and refer to them again to debrief and reflect on their process at the end of each conversation.
- **Routine meeting time.** If a PLC does not meet often or routinely enough, it will be difficult for participants to build the required trust and sense of community. Many schools that have productive PLCs provide time for teachers to get together at least once or twice a month. Some even have teachers meet once or twice a week. And meetings need to be long enough that members have adequate time to review teacher and student artifacts and to engage in a conversation that is rich enough to influence changes in teacher practice. This suggests that PLC meetings need to be at least 60 minutes long; however, 90 minutes is ideal.
- **Structured conversations.** Often overlooked in the implementation of a PLC is the value of using tools and protocols to help focus conversations on sharing and analyzing teacher practice. Without this focus, PLCs tend to spend more time on sharing work and less time analyzing and discussing feedback. Tools and protocols also help PLCs to operate as efficiently as possible, something that is especially important given the difficulty of making time for PLCs.
- **Other typical characteristics of a productive, efficient PLC:**
    - Determines agenda in advance of the PLC meeting.
    - Prepares necessary materials in advance.
    - Establishes roles and reviews norms at the beginning of the meeting.
    - Sets purpose or objective of the meeting at the outset.
    - Uses a structured process or protocol to guide the discussion.
    - Identifies examples of effective practice during the discussion.
    - Makes time to provide thoughtful feedback.
    - Summarizes the learning and positive take-aways.
    - Reflects on the process.

6.6.2 Five Steps to Effective PLCs

Fostering a well-run PLC takes deliberate preparation and planning. Below are five steps—based largely on the work of Hord (1997) and Stoll et al. (2006)—that school and district leaders can take to create and implement high-functioning PLCs:

1. **Communicate the PLC's purpose.** For any PLC to have a positive impact on teacher and student learning, participants must have a shared understanding of the PLC's purpose, particularly the importance of focusing on learning for both teachers and students. Hord (1997) describes this as establishing shared values and a common vision. One way of getting PLC members on the same page is for a school leader to collaborate with teachers to clearly define, and document in writing, the vision and purpose of the proposed PLC.
2. **Establish a routine time to meet.** As noted above, PLCs need to meet often enough that members can develop mutual trust and for long enough periods for members to engage in substantive conversations about their professional practices. Schools can be very creative in how they find this time. For example, some leaders make sure the daily schedule creates time for PLCs to meet during the school day. Other leaders provide stipends for teachers to meet before or after school. Some principals dedicate existing staff or department meeting time to PLC work. Another strategy some districts have used is to build late starts or early releases into the school calendar to free up time when all teachers can meet when students are not at school.
3. **Develop a resource bank of meeting protocols.** As also noted earlier, to support practice-centered discussions, productive PLCs tend to use protocols or structured processes to guide the conversations and analysis of artifacts of teacher practice. Well-written protocols typically provide time for teachers to clarify the purpose of the meeting, review norms, establish roles, become familiar with any artifacts, analyze and offer feedback, as well as reflect and debrief on the success of the discussion. Below are a few organizations and websites with pre-established protocols and other tools to support PLCs:
    - Center for Collaborative Education
    - School Reform Initiative
    - National School Reform Faculty
4. **Provide facilitator support.** A well-run PLCs usually has a facilitator who is comfortable leading his or her group. To develop a cadre of effective facilitators, administrators should provide opportunities for educators to receive training in facilitation skills. School leaders should also provide opportunities for PLC facilitators to meet routinely with each other to share resources and provide mutual support.
5. **Provide visible leadership and support.** School leaders can also participate themselves, at least periodically, and to provide ongoing support as needs and questions arise. In many schools, leaders find it difficult to visit PLCs regularly. Without regular participation from leaders, though, it is easy for PLCs to devolve into the types of meetings that will not influence teacher practice in positive ways (e.g. Sims & Penny, 2014).

6.6.3 Using PLCs and Protocols to Support Standards-Driven Learning[94]

Elements				
Capacity to Engage in PLCs	**Not Begun**	**Being Planned**	**In Progress**	**Well-Established**
A clear and common vision for PLCs				
Routine time for collaborative PLC work				
Clear, institutional guidelines that define how collaborative work time is to be used to support PLCs				
A set of PLC tools and resources (protocols, guides, models, and examples) teachers can use to support PLC work				
Well-trained facilitators to lead PLCs in collaborative groups				

[94] Developed by WestEd.

6.6.4 Collaborative Protocols: Self-Assessment of PLC Practices[95]

Overview

PLCs are one of the most effective methods of professional development that have direct impact on student learning and achievement. In order to make the most of limited time, it is important for the PLCs to be efficient. In order to be efficient, successful PLCs routinely engage in the practices listed below. This tool is designed as a self-assessment, a prompt for reflection within a PLC.

Directions

1. Pass the "Self-Assessment" sheet out to each member of the PLC.
2. Have each person complete the sheet.
3. After everyone has responded, compare results.
4. Based on the responses, discuss the following questions as a group.
    - What are the relative strengths of the PLC?
    - Where are potential areas of growth?
    - What are one or two practices the PLC can target for improvement?
    - What will the PLC do to improve in these areas?
5. After discussing the questions, make and record a plan.

[95] Developed by WestEd.

Self-Assessment

Consider past practice in your PLC. In general, how often does it effectively engage in each of the following practices?	Always	Often	Sometimes	Rarely	Never
Pre-establishes agenda in advance of the PLC meeting.					
Prepares necessary materials in advance.					
Establishes roles and reviews norms at the beginning of the meeting.					
Sets purpose or objective at the outset.					
Identifies and uses a process or protocol to structure the conversation and analysis.					
Deliberately identifies examples of effective practice.					
Makes time to provide thoughtful feedback.					
Summarizes the learning and positive take-aways.					
Reflects on the process used during the meeting.					

Notes

7 Additional Resources

7.1 Additional Resources

Below you will find a list of resources that are referenced throughout Next Generation ESL MCU Resource Guide. They are organized under the following categories:

- Policy and regulations
- Massachusetts state standards and other resources related to ELP standards
- WIDA
- Curriculum development process
- Instructional tips
- Professional Learning

7.1.1 Policy and Regulations

- English Learner Tool Kit
  On January 7, 2015, the U.S. Departments of Education and Justice issued a Dear Colleague Letter that outlined legal obligations to ELs under civil rights laws**.**

  The English Learner Tool Kit helps state and local education agencies help ELs by fulfilling these obligations. The kit has 10 chapters (one for each section of the letter), and contains an overview, sample tools, and resources**.**
- Guidance on Programming for ELs in Massachusetts
  This guidance from the Massachusetts Department of Education and Laws covers programming for ELs, including assessment, placement, and reclassification of ELs. The page also has a section on relevant laws, both federal and state.
- Rethinking Equity and Teaching for English Language Learners
  The RETELL initiative represents a commitment to address the persistent gap in academic proficiency experienced by ELs. At the heart of this initiative are training and licensure requirements for the SEI endorsement, which core academic teachers of ELs and principals/assistant principals and supervisors/directors who supervise or evaluate such teachers must obtain.
- Further guidance for the education of ELs in Massachusetts, including regarding SLIFE students, coordinated program review procedures, and TWI programs, can be found here.

7.1.2 Massachusetts State Standards

- Massachusetts Curriculum Frameworks
  This page presents ESE's current curriculum frameworks.

- English Language Development (ELD) Standards
  This page presents WIDA's current English language development standards.

Other resources related to English language development standards:

- Relationships and Convergences
  This Venn diagram, created by Tina Cheuk with Stanford University's Understanding Language, synthesizes key academic practices from four documents:
  - *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.*
  - *Common Core State Standards for Mathematics.*
  - *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.*
  - *Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards.*
- Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards
  The Framework's purpose is to communicate to EL stakeholders the language practices that all ELs must acquire in order to successfully master the CCSS and NGSS and for second language acquisition more generally.
- Common European Framework of Reference for Languages: Learning, Teaching, Assessment
  This document provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc., across Europe. It comprehensively describes what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency that allow learners' progress to be measured at each stage of learning and on a life-long basis. It is used in Europe but also in other continents, and is now available in 40 languages.
- ELPA21 English Language Development Standards
  Like WIDA, ELPA21 is a consortium of states that has developed its own set of ELP standards and assessment system. ELPA 21 professional development modules can be found here.
- Proficiency Level Descriptors for English Language Proficiency Standards
  From the document: "The purpose of this document is to complement, rather than replace, the [CCSSO] ELP Standards. This document provides summary definitions and more detailed descriptions of what ELLs' language forms might look like as ELLs gain proficiency with the strategic set of language functions outlined in the ELP Standards. Following a glossary of key terms, the document concludes with an appendix that provides background information about the contexts in which the PLDs are situated."
- Unpacking the Common Core Activity
  This tool is intended to help educators analyze the Common Core ELA standards.

7.1.3 WIDA

The resources below were created by WIDA, a non-profit cooperative consortium of 38 states whose purpose is to develop standards and assessments that meet and exceed the goals of current federal educational regulations and promote educational equity for ELs. Massachusetts has been a WIDA member since 2012.

- WIDA Performance Definitions
  According to WIDA (2009a, p. 3), the Performance Definitions "provide a concise, global overview of language expectations for each level of English language proficiency." They can be viewed as a slice of a language development trajectory that can help educators set language learning goals and objectives, plan instruction, and assessment. The Performance Definitions provide criteria by which to gauge and shape expectations of each of the stages of language proficiency, but it is important to remember that these stages are socially constructed and therefore a sample projection, not always representative of what a real student's trajectory may look like. Educators should use the Performance Definitions to inform planning of instruction, but also focus on the variable trajectory of language development rather than to think of the divisions of levels as static markers.
- K–12 Can Do Descriptors, Key Uses Edition
  From the website: "The K–12 Can Do Descriptors, Key Uses Edition highlights what language learners can do at various stages of language development as they meaningfully participate in the CCR standards."
- Essential Actions: A Handbook for Implementing WIDA's Framework for English Language Development Standards
  From the document: "This handbook…describes and illustrates the standards-referenced components and elements of language learning within WIDA's standards framework….The overall purpose of this handbook is to promote collaboration, mutual understanding, and use of language development standards among all educators who work with ELLs."
- Academic Language
  From the website: "Everything WIDA does revolves around the significance of academic language and how to empower language learners to reach for success." This website includes guiding documents, and academic references.
- Educator Resources
  A variety of resources for educators serving ELs including Focus Bulletins, RTI^2, and professional learning modules.

7.1.4 Curriculum Development Process

The following resources are aligned to the curriculum development process for the next generation ESL MCUs.

- Understanding by Design
  On this website, ASCD provides guidance and resources on UbD. Readers may choose different tabs to explore resources about UbD: an overview, books, articles, DVDs, online learning, events, experts, and more.

- UDL Guidelines
  From the website: "The UDL Guidelines, an articulation of the UDL framework, can assist anyone who plans lessons/units of study or develops curricula (goals, methods, materials, and assessments) to reduce barriers, as well as optimize levels of challenge and support, to meet the needs of all learners from the start. They can also help educators identify the barriers found in existing curricula. However, to fully understand these Guidelines one must first understand what UDL is."

- Model Curriculum Units
  As part of a Race to the Top grant, ESE has developed over 100 MCUs. These units are intended to help educators with implementation of the Massachusetts Curriculum Frameworks. They were created by teams of teachers from across the Commonwealth, with guidance and support from ESE curriculum and content specialists. All MCUs use the UbD process developed by Grant Wiggins and Jay McTighe. The site includes links to MCUs, videos of the MCUs in action, and other resources and supports for implementing the MCUs.

Language objectives:

- Linguistic Scaffolds for Writing Effective Language Objectives
  This document is available at *Best Practices for ELLs*, a website created by teachers and administrators from the Northwest Regional Educational Service District.

Formative assessment:

- Formative Assessment as Contingent Teaching and Learning: Perspectives on Assessment as and for Language Learning in the Content Areas
  This paper first defines formative assessment and discusses how its practice is implemented in the classroom by both teachers and students. Then, the authors explore developing teacher expertise to engage in formative assessment in the education of ELLs in an era of new standards. Lastly, the authors examine how educational policymakers can foster use of formative assessment practice by teachers of ELLs.

- Focusing Formative Assessment on the Needs of English Language Learners
  From the report: "In this paper, we examine how formative assessment can enhance the teaching and learning of ELL students in particular. We highlight the opportunities and challenges inherent in integrating formative assessment into instruction for ELL students in the era of the Common Core and other 'next generation' standards. We argue that in order to use formative assessment effectively with this student population, teachers must attend simultaneously to the students' needs both in learning content and skills *and* in developing the English required to express their learning."

- Language Functions and Forms: A Brief Summary
  This document is part of ELPA21's online modules, developed by Understanding Language and teachers from the state of Washington. It provides a brief history of language functions and forms and explains the difference between the two.

7.1.5 Instructional Tips

- The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K–12
  From the website of this Center for Applied Linguistics publication: "The 78 strategies selected were modeled and discussed with the teachers during the practitioner-oriented courses. The *GO TO Strategies* was designed to be used as a resource by K–12 general education and content-area teachers with English language learners (ELLs) in their classrooms, ELL teachers, special education teachers, principals and other supervisors overseeing the instruction of diverse groups of students in North Kansas City Schools and for professional development of these educators."
- Meeting Students' Need Through Scaffolding
  Provided by EngageNY, this document lists suggested scaffolds and supports for ELs and students with disabilities, including front-end scaffolding and back-end scaffolding.
- Releasing Responsibility
  This article focuses on the gradual release of responsibility model and how it can benefit all students.
- Curriculum as Window and Mirror
  This paper addresses sociocultural considerations, exploring the need for a curriculum to reflect and reveal most accurately both a multicultural world and the student herself or himself.
- Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI^2) for English Language Learners: Connecting to WIDA Standards, Assessments, and Other Resources
  From the document: "This guide provides some ideas for educators to create their own professional development activities to support RtI^2 implementation in their local contexts. School systems are encouraged to build on existing strengths, including the expertise of their staff across disciplines (e.g., bilingual/ESL, general education, special education) in developing these activities."

7.1.6 Professional Learning

- English Language Learners: Professional Development
  This ESE page provides a listing of professional development opportunities for Massachusetts educators interested in online learning opportunities, RETELL offerings. and current OELAAA offerings.
- What Is a Professional Learning Community?
  This article from ASCD attempts to clarify and define the PLC model and how it can be used in school reform efforts.

- NSRF Protocols and Activities
  This page, from the National School Reform Faculty, provides a wealth of protocols—structured processes and guidelines that promote meaningful and efficient communication, problem-solving, and learning.
- National Implementation Research Network
  From this website (a useful resource on continuous improvement): "The mission of the National Implementation Research Network (NIRN) is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services." The site provides free online modules, lessons, tools, and resources for educators interested in learning more about implementation science and the role that improvement cycles play in scaling up innovations.
- PLC Modules
  From the website: "Establishing and strengthening effective instructional teams is challenging work. For that reason, the PLC Guidance document provides examples and frameworks to help inform the work of teachers, school leaders, and district leaders, based on prevailing research on PLCs. A crucial component of the guide includes these modules. These modules are supported by a [Tool] Kit containing resources (articles, protocols, videos, etc.…) to support the work of establishing effective PLCs in participating schools and districts."
- Organizations and websites with pre-established protocols and other tools to support PLCs:
  - Center for Collaborative Education
  - School Reform Initiative
  - National School Reform Faculty

7.2 Glossary

7.2.1 Abbreviations

CAST	Center for Applied Special Technology
CCR	college and career readiness
CCSS	Common Core State Standards
CEPA	Curriculum Embedded Performance Assessment
CPT	common planning time
DDM	district-determined measure
EL (ELL)	English learner
ELA	English language arts
ELD	English language development
ELE	English learner education
ELP	English language proficiency
ELPD	English Language Proficiency Development (Standards)
ESE	Massachusetts Department of Elementary and Secondary Education

ESL	English as a second language
FacT	facilitator training
FAPE	free and appropriate public education
FLG	Focus Language Goal
HSS	history/social studies
LEA	language experience approach
LoLA	Language of Language Arts
LoMa	Language of Mathematics
LoSc	Language of Science
LoSS	Language of Social Studies
LRE	least restrictive environment
MATSOL	Massachusetts Association of Teachers of Speakers of Other Languages
MCU	model curriculum unit Model Performance Indicators
MPI	Model Performance Indicators
NIRN	National Implementation Research Network
OELAAA	Office of English Language Acquisition and Academic Achievement
PLC	professional learning community
PSA	public service announcement
RETELL	Rethinking Equity and Teaching for English Language Learners
RTI	Response to Intervention
SEI	sheltered English immersion
SCI	sheltered content instruction
SIL	Social and Instructional Language
SLIFE	students with interrupted or limited formal education
STEM	science, technology/engineering, and mathematics
TBE	Transitional Bilingual Education
TPR	total physical response
TWI	Two-Way Immersion
UbD	Understanding by Design
UDL	Universal Design for Learning

7.2.2 Terms/Concepts

Contingent pedagogy: From Heritage, Linquanti, & Walqui (2013): "When teachers pay close attention to students' developing language…they can take contingent [or in-the-moment, responsive] action in the form of scaffolding or feedback to support ELLs' language and subject matter learning. The degree to which teachers are able to engage in this contingent practice is dependent on their understanding of formative assessment as an integral component of pedagogy, their knowledge of content and, importantly, their pedagogical language knowledge." The teacher gets continuous "feedback from formative assessment evidence while learning is developing, and uses the information *both* to make

changes in teaching, *and* to provide feedback to the students about how they can move their own learning forward. In this way, the teachers' pedagogical response—instructional adjustments or direct provision of feedback—[is] contingent upon the evidence obtained."

ELP level: WIDA English Language Proficiency Level

Embedded language function: The language functions that live within standards, goals, or other texts.

First language support: use of the student's first language to support instruction.

L1: student's first language

Professional learning community (PLC): A PLC is a structured, sustained collaborative process where educators regularly meet to share expertise and develop specific areas of practice. For more information on PLCs, see Section 7.1.6, "Professional Learning."

Reciprocal teaching: Refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting (Reading Rockets, n.d.).

Scaffold: "Similar to the scaffolding used in construction to support workers as they work on a specific task, instructional scaffolds are temporary support structures faculty put in place to assist students in accomplishing new tasks and concepts they could not typically achieve on their own. Once students are able to complete or master the task, the scaffolding is gradually removed or fades away—the responsibility of learning shifts from the instructor to the student" (Faculty Development and Instructional Design Center, n.d.). For more information on scaffolding, see Section 7.1.5, "Instructional Tips."

Sheltered content instruction (SCI): SCI is one of two program components of sheltered English immersion. It includes approaches, strategies, and methodology to make the content of lessons more comprehensible and to promote the development of academic language needed to successfully master content standards. SCI must be taught by qualified content area teachers.[96] It must be based on district-level content area curricula, aligned to the Massachusetts Curriculum Frameworks and integrating components of the WIDA ELD Standards. Entering, emerging, and some developing students (ACCESS

[96] Under ESE regulations adopted in June 2012, starting on July 1, 2016, core academic teachers (including pre-school teachers) in public schools who are assigned to teach ELs must have an SEI endorsement or must earn the endorsement within one year of the assignment. 603 CMR §§7.15(9)(b)1 and 14.07(3); The following teachers are "core academic teachers" for purposes of providing SEI instruction: teachers of students with moderate disabilities; teachers of students with severe disabilities; subject-area teachers in English, reading, language arts, mathematics, science, civics and government, economics, history, or geography; and early childhood and elementary teachers who teach such content. Core academic teachers of ELLs at Commonwealth charter schools are not required to hold an educator license but they are subject to the same SEI endorsement requirements as core academic teachers of ELLs in other public schools.

levels 1, 2 and 3, *Foundational*) will find this instruction more challenging than students at the *Transitional* levels of English proficiency (i.e., developing, expanding, and reaching—ACCESS levels 3, 4, and 5). Therefore, districts can group *Foundational* students together and provide more support during SCI (i.e., SCI delivered by an ESL teacher with an appropriate content area license, or co-teaching between an ESL teacher and a sheltered content area teacher).

Sheltered English immersion (SEI): In Massachusetts, SEI is an instructional program consisting of two components: SCI and ESL. For more information on SEI, see ESE's *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners*.

7.2.3 Activities

Click on each link for general information about some activities that appear in the next generation ESL MCUs. Additionally, The Center for Applied Linguistics' "GO TO Strategies" booklet provides a wealth of activities, strategies, and scaffolds.

Accountable talk

Anchor chart

Anticipation guide

Cloze exercise

Divide and slide: This is a partner sharing activity. The class divides into two lines. Partners face each other and share. One line remains in place while the other one line slides to the right after each pair speaks, and then the process repeats.

Equity sticks: Each student's name or number is written on a stick (or on an index card or other material). The teacher calls on students according to the stick that he/she randomly selects. Equity sticks are meant to increase engagement, enhance student ownership of the learning process, and ensure that all students in a classroom are called.

Exit ticket

Foldable: Three-dimensional organizers that can take many forms. Foldables help students with tasks such as memorizing, remembering, organizing, and reviewing. For more information, see Nancy Frey's "Hands On" Doesn't Mean "Minds Off": Using Foldables™ to Promote Content Learning.

Formative assessment

Gallery walk

Graphic organizer: A visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task.

Jigsaw: A cooperative learning strategy that enables each student of a group to specialize in one aspect of a topic or one part of a reading or other task. Students meet with members from other groups who are assigned the same aspect and, after mastering the material, return to the "home" group and teach the material to their group members. With this strategy, each student in the "home" group holds a piece of the topic's puzzle and work together to create the whole jigsaw. The strategy is often used in other instructional situations for team-building or quickly managing a large task in a short time.

Know–want to know–learned

Partner reading

Semantic map

Sentence/paragraph frame

Sentence starter

Storyboard

T-chart

Think-aloud

Think-pair-share

Total physical response

Turn-and-talk: See *think-pair-share*.

Vocabulary quilt: This strategy helps activate background knowledge and allows students to use their existing resources to connect with the target vocabulary. The vocabulary quilt becomes a tool that students can use throughout instruction. For specific procedures, see Table I in "Promoting Vocabulary Learning for English Learners" (Wessels, 2011).

Word bank

Word wall

7.3 Bibliography

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7.3.2 Additional Resources Focused on Social Justice and Critical Stance in Curriculum, Instruction, and Assessment

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7.4 Acknowledgements

The 2016 Next Generation ESL Project: Model Curriculum Units was a field-based project, and it reflects the contributions of many educators across the state. Because of the broad-based, participatory nature of the unit development and revision process, this document does not fully reflect all the views of every contributor. Instead it reflects a balanced synthesis of ideas and suggestions.

The Department of Elementary and Secondary Education wishes to thank all individuals and groups who contributed to the development of this project: the Planning Committee, writing teams, piloting districts and teachers, professional educational associations and organizations, Department staff, and the host of individual teachers, administrators, linguists, special educators, higher education faculty, and others who took the time to provide thoughtful comments and input.

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*This project received support from the **Northeast Comprehensive Center**:*

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Kevin Perks, District Services Program Associate, WestEd

The Massachusetts Department of Elementary and Secondary Education wishes to acknowledge participation in the Next Generation ESL Model Curriculum Project by more than 70 educators from the following districts and local organizations:

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Dawn Yoshioka, Math/SEI Teacher, Writing Team, Waltham

We'd like to thank the following people for engaging conversations, collaborations, and consultation services:

Mariana Castro, Director of Academic Language and Literacy Initiatives, WIDA
Margo Gottlieb, Consultant and Lead Developer, WIDA
Cindy Lundgren, English Language Development Specialist, WIDA
Rita McDonald, Academic English Language Researcher, WIDA
Jay McTighe, UbD author, Jay McTighe & Associates
Allison Posey, Professional Learning Associate, CAST

Maria Serpa, Professor Emerita, Lesley University

Paola Uccelli, Associate Professor of Education at Harvard Graduate School of Education, Harvard Graduate School of Education

Ruslana Westerlund, Associate Researcher at WIDA and Adjunct Faculty at Bethel University

Special Thank You

*A special thank you goes to the kind and generous **Lynn Shafer-Willner,*** Researcher, ELD Standards and Accessibility, WIDA

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