matsol
EQUITY & EXCELLENCE
FOR ENGLISH LEARNERS
Massachusetts Association of Teachers
of Speakers of Other Languages

Navigating a "Next Generation" ELD Curriculum

http://bit.ly/CPSMATSOL2019

CPS English Learner District Leadership Teacher

Sean Sibson, ELL Coordinator

Deidre Collins, Bridge Academy Coordinator

Alma Pezo, Elementary ELL Coach

Karen Richardson, Middle School ELL Coach

Victoria Barbato, High School ELL Coach

OBJECTIVES

Participants will:

Use the CPS experience and guiding questions in order to prioritize and share next steps to enhance their ELD Curriculum implementation and instruction.

AGENDA

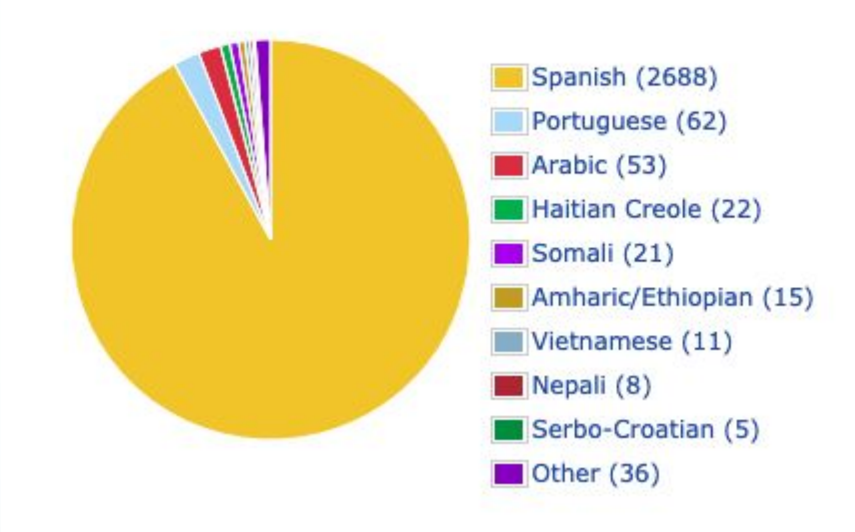
1. Understanding the Why?
2. Our Journey
3. Reflection Tool
4. Share out

CHELSEA PUBLIC SCHOOLS

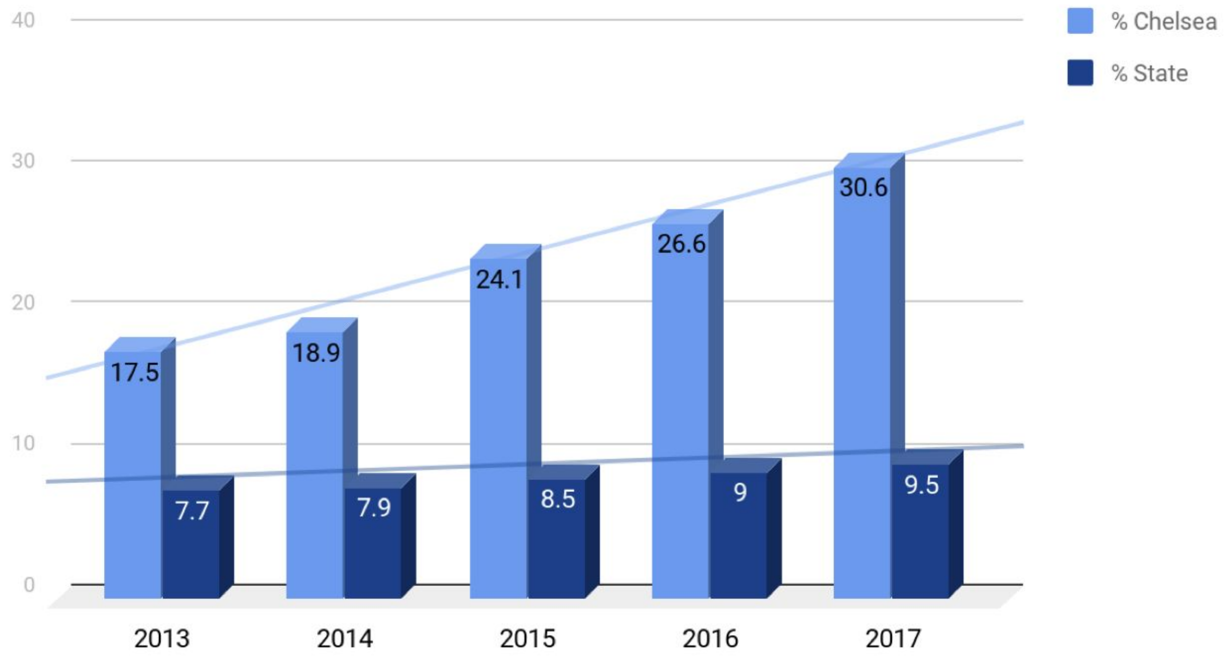
BRIDGE TO SUCCESS
Chelsea Public Schools
Chelsea, Massachusetts

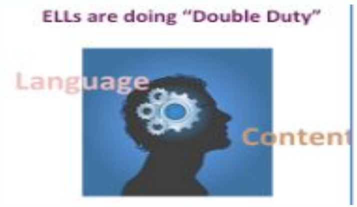
- 6,088 total students
- 82.4% First Language not English
- 62.5% Economically Disadvantaged
- 37.8% ELL (92% Spanish Speaking)

CPS NATIVE LANGUAGES



% of the Student Population that are ELLs




ELLs are doing "Double Duty"
Language
Content

"The language development of ELL students is the responsibility of both ESL and general education teachers. ESL teachers, in ***COLLABORATION****, with other content teachers, should continue to develop awareness of the language ELLs need to be able to process and produce in general education classes to reach high levels of performance.*

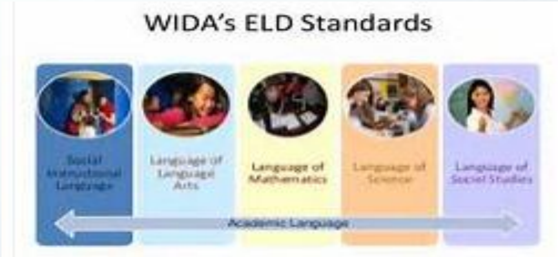
Next Generation ESL Project: Curriculum Resource Guide p. 17

ESL instruction provides **systematic, explicit, and sustained language instruction**, and **prepares students for general education** by **focusing on academic language.**

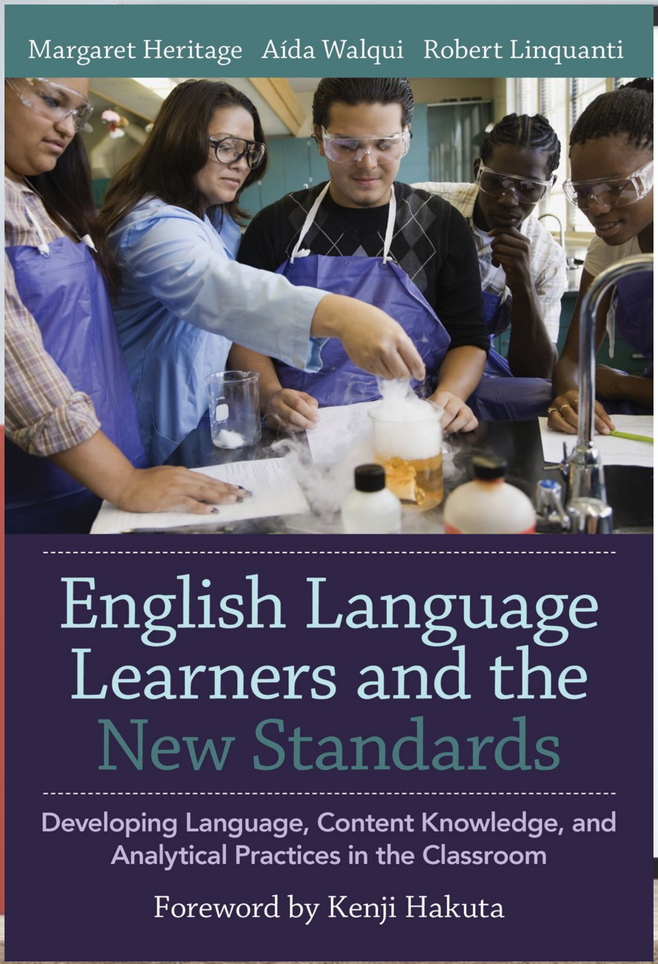
Next Generation ESL Project: Curriculum Resource Guide p. 17

MASSACHUSETTS DEPARTMENT *of* EDUCATION

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER


WIDA's ELD Standards
Social Instructional Language
Language of Language Arts
Language of Mathematics
Language of Science
Language of Social Studies
Academic Language

SHIFTS IN PEDAGOGY

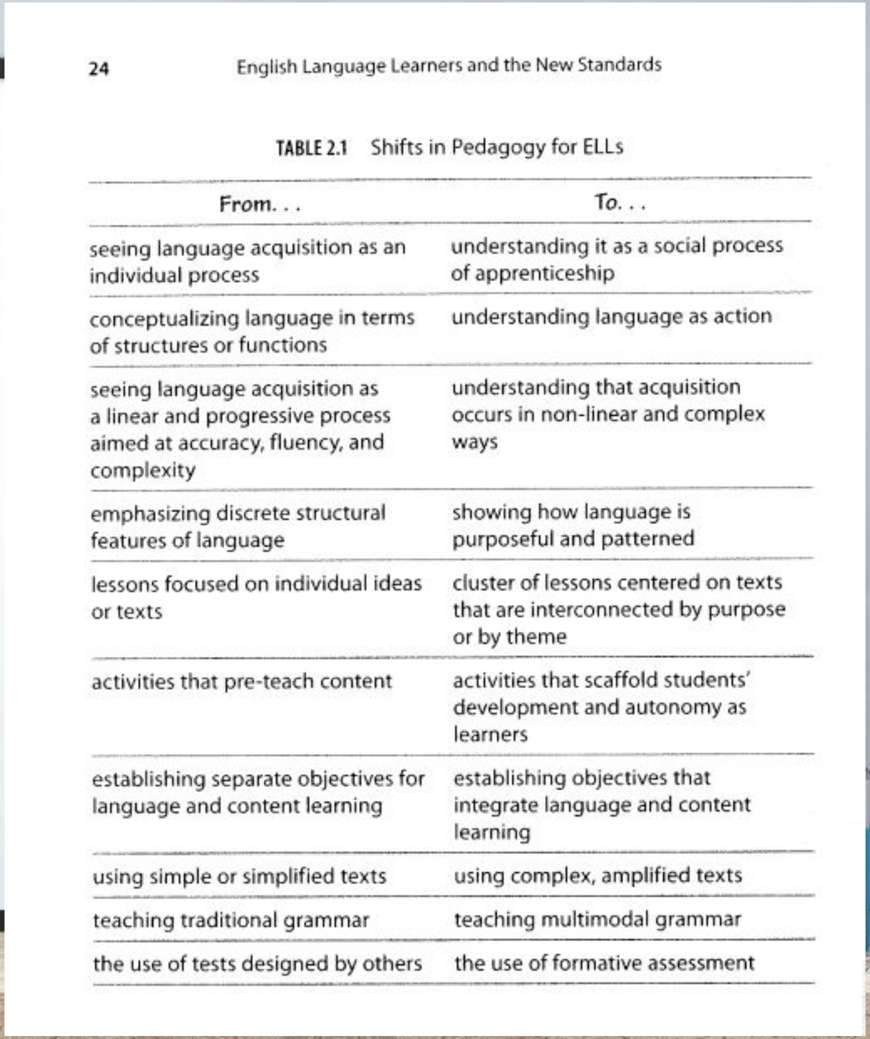


Margaret Heritage Aída Walqui Robert Linquanti

English Language Learners and the New Standards

Developing Language, Content Knowledge, and Analytical Practices in the Classroom

Foreword by Kenji Hakuta



24 English Language Learners and the New Standards

TABLE 2.1 Shifts in Pedagogy for ELLs

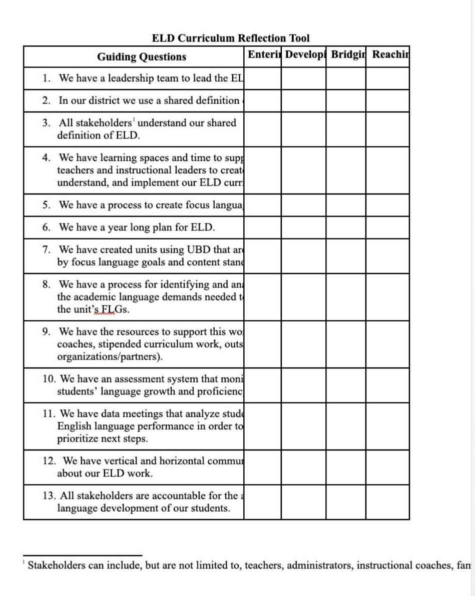
From. . .	To. . .
seeing language acquisition as an individual process	understanding it as a social process of apprenticeship
conceptualizing language in terms of structures or functions	understanding language as action
seeing language acquisition as a linear and progressive process aimed at accuracy, fluency, and complexity	understanding that acquisition occurs in non-linear and complex ways
emphasizing discrete structural features of language	showing how language is purposeful and patterned
lessons focused on individual ideas or texts	cluster of lessons centered on texts that are interconnected by purpose or by theme
activities that pre-teach content	activities that scaffold students' development and autonomy as learners
establishing separate objectives for language and content learning	establishing objectives that integrate language and content learning
using simple or simplified texts	using complex, amplified texts
teaching traditional grammar	teaching multimodal grammar
the use of tests designed by others	the use of formative assessment

REFLECTION TOOL

Guiding questions to support your reflection.

After sharing our journey we will give you time to use the reflection tool to support your next steps.

Reflection Tool



ELD Curriculum Reflection Tool

Guiding Questions	Enteri	Developi	Bridgi	Reachi
1. We have a leadership team to lead the EL				
2. In our district we use a shared definition				
3. All stakeholders[1] understand our shared definition of ELD.				
4. We have learning spaces and time to sup teachers and instructional leaders to creat understand, and implement our ELD curr				
5. We have a process to create focus langua				
6. We have a year long plan for ELD.				
7. We have created units using UBD that ar by focus language goals and content stan				
8. We have a process for identifying and an the academic language demands needed t the unit's FLGs.				
9. We have the resources to support this wo coaches, stipended curriculum work, outs organizations/partners).				
10. We have an assessment system that moni students' language growth and proficienc				
11. We have data meetings that analyze stud English language performance in order to prioritize next steps.				
12. We have vertical and horizontal commu about our ELD work.				
13. All stakeholders are accountable for the language development of our students.				

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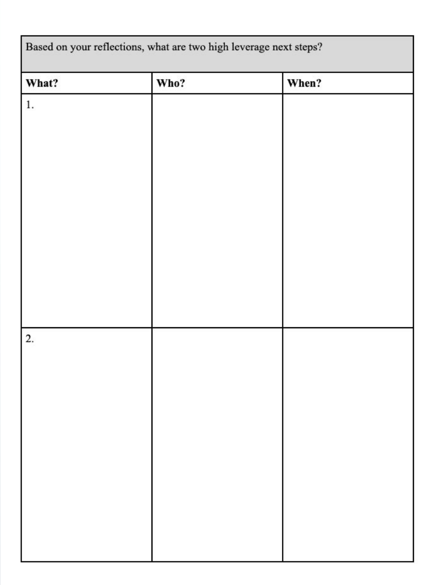
[1] Stakeholders can include, but are not limited to, teachers, administrators, instructional coaches, fa



Based on your reflections, what are two high leverage next steps?

What?	Who?	When?
1.		
2.		

#1 ENGLISH LANGUAGE LEARNER DISTRICT LEADERSHIP TEAM

- EL COORDINATOR
- EL COACHES (elementary, middle school, high-school)
- BRIDGE/EL COORDINATOR

The purpose of the ELL DLT is to vertically and horizontally align the ELL Department by communicating best practices and create systems that support all teachers, students and families.

#2 & #3 STAKEHOLDERS HAVE A SHARED DEFINITION OF ENGLISH LANGUAGE DEVELOPMENT

EL Teachers

Administration & Coordinators

Instructional Coaches

General Education Teachers

#4: WHEN & WHERE Can We DO This Work?

Resources to support the work

Professional Development Days

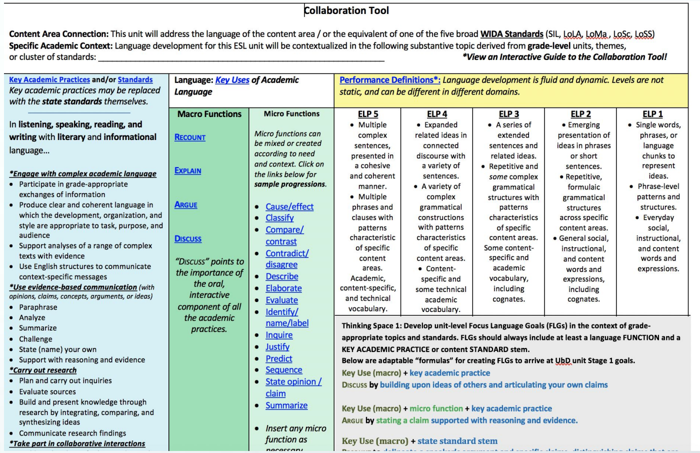
Department meetings

PLTs/PLCs

Coaching Cycles

Summer curriculum

#5 FOCUS LANGUAGE GOALS



Collaboration Tool

Content Area Connection: This unit will address the language of the content area / or the equivalent of one of the five broad **WIDA Standards** (SIL, LoLA, LoMa , LoSc, LoSS)
Specific Academic Context: Language development for this ESL unit will be contextualized in the following substantive topic derived from **grade-level** units, themes, or cluster of standards: ______________________________ ***View an Interactive Guide to the Collaboration Tool!***

Key Academic Practices and/or Standards *Key academic practices may be replaced with the **state standards** themselves.*	**Language: *Key Uses of Academic Language***		***Performance Definitions*:** Language development is fluid and dynamic. Levels are not static, and can be different in different domains.*				
	Macro Functions	**Micro Functions**	**ELP 5**	**ELP 4**	**ELP 3**	**ELP 2**	**ELP 1**
In **listening, speaking, reading, and writing** with **literary** and **informational** language… ****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***	RECOUNT EXPLAIN ARGUE DISCUSS *"DISCUSS" points to the importance of the oral, interactive component of all the academic practices.*	*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*	• Multiple complex sentences, presented in a cohesive and coherent manner. • Multiple phrases and clauses with patterns characteristic of specific content areas. Academic, content-specific, and technical vocabulary.	• Expanded related ideas in connected discourse with a variety of sentences. • A variety of complex grammatical constructions with patterns characteristics of specific content areas. • Content-specific and some technical academic vocabulary.	• A series of extended sentences and related ideas. • Repetitive and *some* complex grammatical structures with patterns characteristics of specific content areas. Some content-specific and academic vocabulary, including cognates.	• Emerging presentation of ideas in phrases or short sentences. • Repetitive, formulaic grammatical structures across specific content areas. • General social, instructional, and content words and expressions, including cognates.	• Single words, phrases, or language chunks to represent ideas. • Phrase-level patterns and structures. • Everyday social, instructional, and content words and expressions.

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

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

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

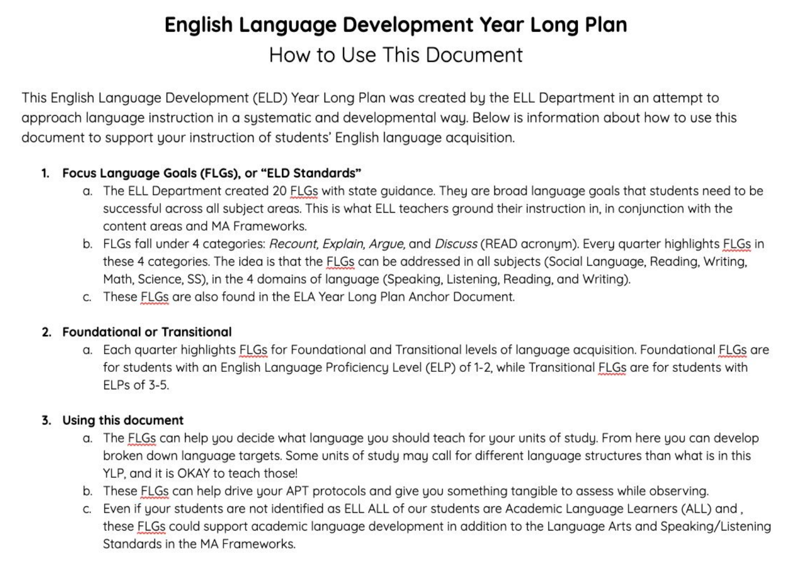
Key Use (macro) + state standard stem

Collaboraton Tool

Macro functions

Micro functions and key academic practices

FOCUS LANGUAGE GOALS



English Language Development Year Long Plan

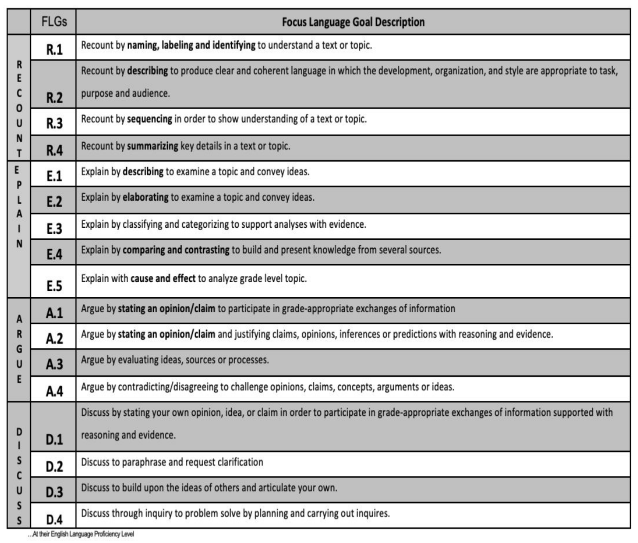
How to Use This Document

This English Language Development (ELD) Year Long Plan was created by the ELL Department in an attempt to approach language instruction in a systematic and developmental way. Below is information about how to use this document to support your instruction of students' English language acquisition.

1. **Focus Language Goals (FLGs), or "ELD Standards"**
   a. The ELL Department created 20 FLGs with state guidance. They are broad language goals that students need to be successful across all subject areas. This is what ELL teachers ground their instruction in, in conjunction with the content areas and MA Frameworks.
   b. FLGs fall under 4 categories: *Recount, Explain, Argue,* and *Discuss* (READ acronym). Every quarter highlights FLGs in these 4 categories. The idea is that the FLGs can be addressed in all subjects (Social Language, Reading, Writing, Math, Science, SS), in the 4 domains of language (Speaking, Listening, Reading, and Writing).
   c. These FLGs are also found in the ELA Year Long Plan Anchor Document.

2. **Foundational or Transitional**
   a. Each quarter highlights FLGs for Foundational and Transitional levels of language acquisition. Foundational FLGs are for students with an English Language Proficiency Level (ELP) of 1-2, while Transitional FLGs are for students with ELPs of 3-5.

3. **Using this document**
   a. The FLGs can help you decide what language you should teach for your units of study. From here you can develop broken down language targets. Some units of study may call for different language structures than what is in this YLP, and it is OKAY to teach those!
   b. These FLGs can help drive your APT protocols and give you something tangible to assess while observing.
   c. Even if your students are not identified as ELL ALL of our students are Academic Language Learners (ALL) and , these FLGs could support academic language development in addition to the Language Arts and Speaking/Listening Standards in the MA Frameworks.

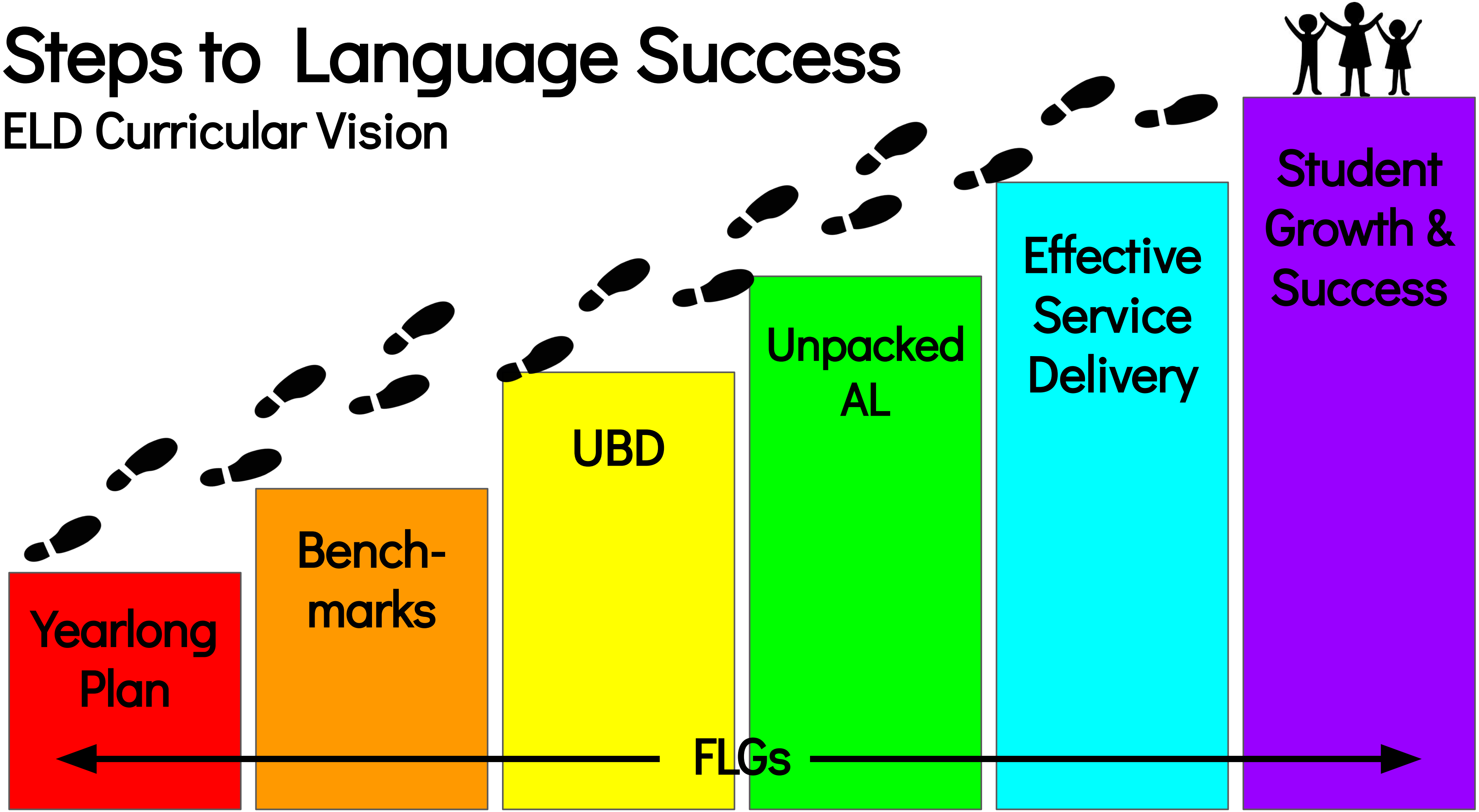


	FLGs	**Focus Language Goal Description**
RECOUNT	**R.1**	Recount by **naming, labeling and identifying** to understand a text or topic.
	R.2	Recount by **describing** to produce clear and coherent language in which the development, organization, and style are appropriate to task, purpose and audience.
	R.3	Recount by **sequencing** in order to show understanding of a text or topic.
	R.4	Recount by **summarizing** key details in a text or topic.
EPLAIN	**E.1**	Explain by **describing** to examine a topic and convey ideas.
	E.2	Explain by **elaborating** to examine a topic and convey ideas.
	E.3	Explain by classifying and categorizing to support analyses with evidence.
	E.4	Explain by **comparing and contrasting** to build and present knowledge from several sources.
	E.5	Explain with **cause and effect** to analyze grade level topic.
ARGUE	**A.1**	Argue by **stating an opinion/claim** to participate in grade-appropriate exchanges of information
	A.2	Argue by **stating an opinion/claim** and justifying claims, opinions, inferences or predictions with reasoning and evidence.
	A.3	Argue by evaluating ideas, sources or processes.
	A.4	Argue by contradicting/disagreeing to challenge opinions, claims, concepts, arguments or ideas.
DISCUSS	**D.1**	Discuss by stating your own opinion, idea, or claim in order to participate in grade-appropriate exchanges of information supported with reasoning and evidence.
	D.2	Discuss to paraphrase and request clarification
	D.3	Discuss to build upon the ideas of others and articulate your own.
	D.4	Discuss through inquiry to problem solve by planning and carrying out inquires.

…At their English Language Proficiency Level

Steps to Language Success

ELD Curricular Vision



Yearlong Plan

Bench-marks

UBD

Unpacked AL

Effective Service Delivery

Student Growth & Success

FLGs

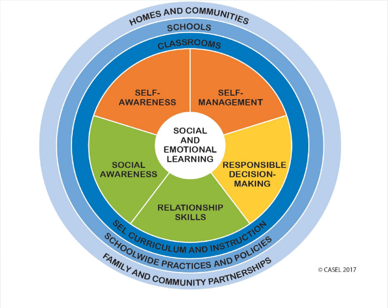
#6 Year long plan

Elementary -- content themes

MS – teaching tolerance social justice themes

CHS- social emotional competencies themes

TEACHING TOLERANCE


HOMES AND COMMUNITIES
SCHOOLS
CLASSROOMS
SELF-AWARENESS
SELF-MANAGEMENT
SOCIAL AND EMOTIONAL LEARNING
SOCIAL AWARENESS
RESPONSIBLE DECISION-MAKING
RELATIONSHIP SKILLS
SEL CURRICULUM AND INSTRUCTION
SCHOOLWIDE PRACTICES AND POLICIES
FAMILY AND COMMUNITY PARTNERSHIPS
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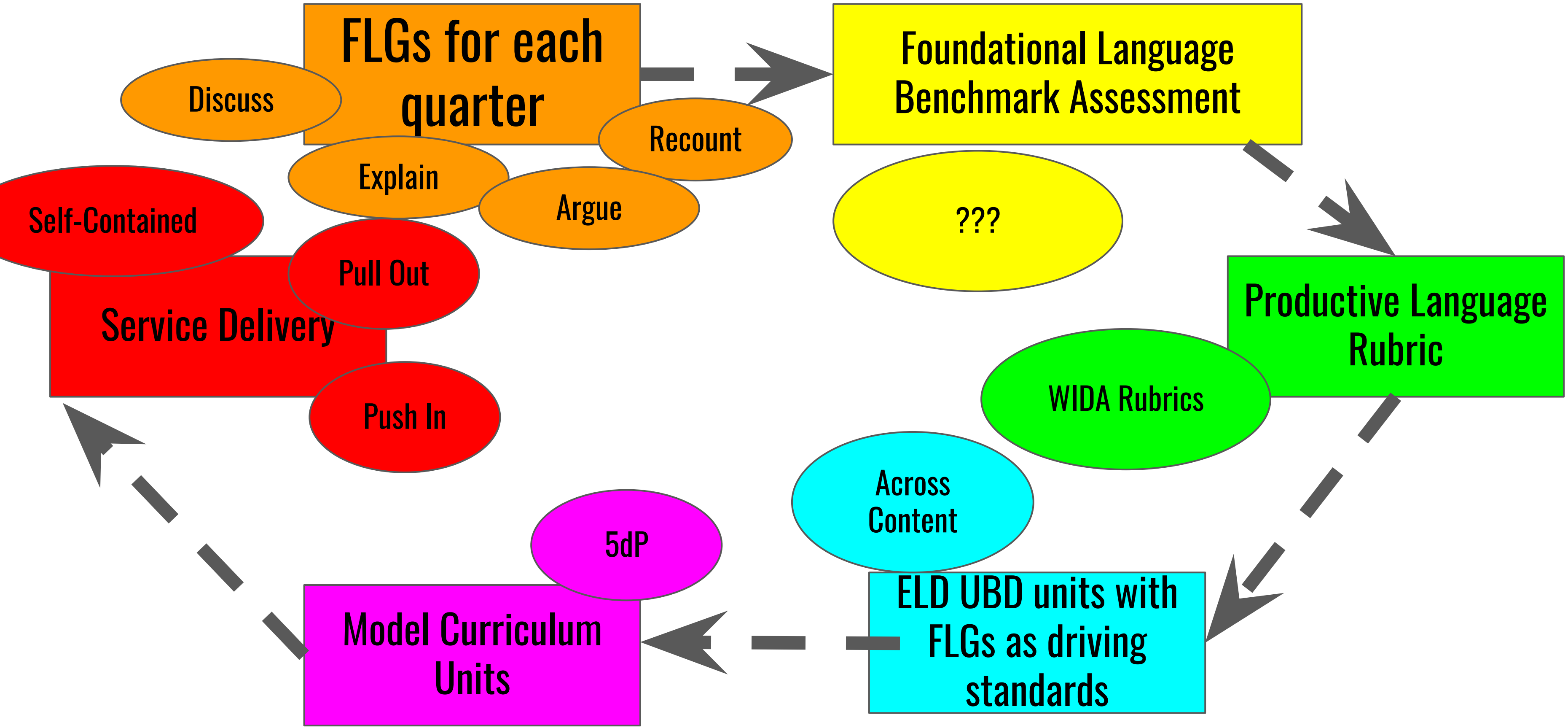
ELD YEAR LONG PLAN



FLGs for each quarter

Discuss

Explain

Argue

Recount

Foundational Language Benchmark Assessment

???

Productive Language Rubric

WIDA Rubrics

ELD UBD units with FLGs as driving standards

Across Content

Model Curriculum Units

5dP

Service Delivery

Self-Contained

Pull Out

Push In

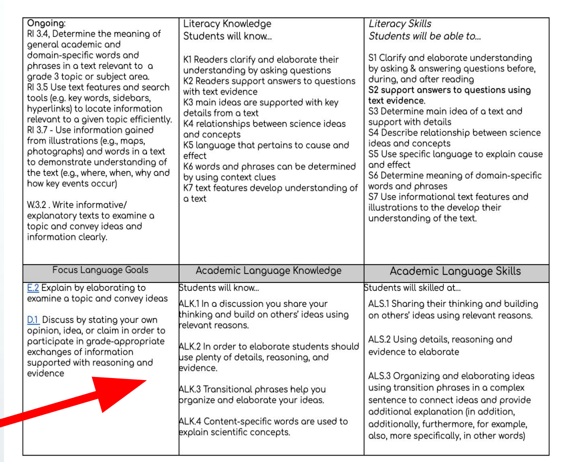
#7 & #8 UNDERSTANDING BY DESIGN

Full year of pd -- stage 1, 2, 3

Chunking the work

Summer curriculum work

Unpacking academic language



Ongoing: RI 3.4, Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI 3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI 3.7 - Use information gained from illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur) W.3.2 . Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Literacy Knowledge Students will know... K1 Readers clarify and elaborate their understanding by asking questions K2 Readers support answers to questions with text evidence K3 main ideas are supported with key details from a text K4 relationships between science ideas and concepts K5 language that pertains to cause and effect K6 words and phrases can be determined by using context clues K7 text features develop understanding of a text	*Literacy Skills* *Students will be able to...* S1 Clarify and elaborate understanding by asking & answering questions before, during, and after reading **S2 support answers to questions using text evidence.** S3 Determine main idea of a text and support with details S4 Describe relationship between science ideas and concepts S5 Use specific language to explain cause and effect S6 Determine meaning of domain-specific words and phrases S7 Use informational text features and illustrations to the develop their understanding of the text.
Focus Language Goals	Academic Language Knowledge	Academic Language Skills
E.2 Explain by elaborating to examine a topic and convey ideas D.1 Discuss by stating your own opinion, idea, or claim in order to participate in grade-appropriate exchanges of information supported with reasoning and evidence	Students will know... ALK.1 In a discussion you share your thinking and build on others' ideas using relevant reasons. ALK.2 In order to elaborate students should use plenty of details, reasoning, and evidence. ALK.3 Transitional phrases help you organize and elaborate your ideas. ALK.4 Content-specific words are used to explain scientific concepts.	Students will skilled at... ALS.1 Sharing their thinking and building on others' ideas using relevant reasons. ALS.2 Using details, reasoning and evidence to elaborate ALS.3 Organizing and elaborating ideas using transition phrases in a complex sentence to connect ideas and provide additional explanation (in addition, additionally, furthermore, for example, also, more specifically, in other words)

#9 Resources

Instructional Coaches
Professional Development
Curriculum Stipends
Outside Partners

#10 El assessments

FLG and standards unpacking for the word, syntax and discourse level

Creation of the assessments

Logistics (when, how, who)

#11 DATA MEETINGS

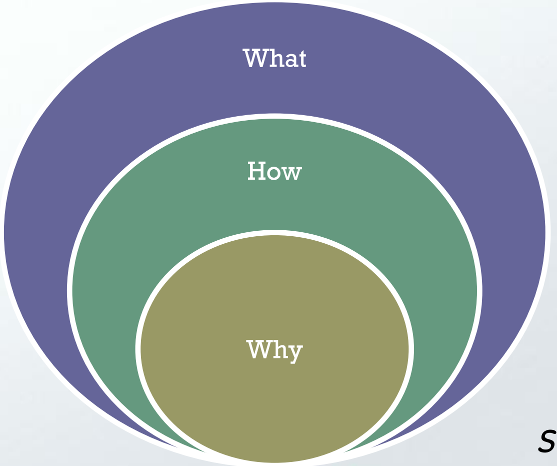
"Big picture" data

Class level data

Individual student data

#12 #13 COMMUNICATION WITH ALL STAKEHOLDERS

Continue to convey the vision and support people's understanding



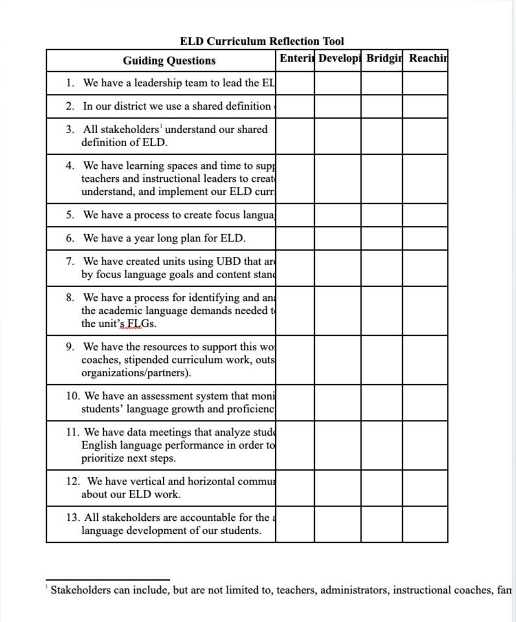
Simon Sinek

Padlet

http://bit.ly/CPSMATSOL2019

REFLECT INDEPENDENTLY OR WITH A PARTNER

Use the reflection tool



ELD Curriculum Reflection Tool

Guiding Questions	Enteri	Developi	Bridgir	Reachir
1. We have a leadership team to lead the EL				
2. In our district we use a shared definition				
3. All stakeholders[1] understand our shared definition of ELD.				
4. We have learning spaces and time to supp teachers and instructional leaders to creat understand, and implement our ELD curr				
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[1] Stakeholders can include, but are not limited to, teachers, administrators, instructional coaches, fan

Share out

THANKS!

Any questions?

You can find me at:

- @CPS_ELL
- sibsons@chelseaschools.com