English Learner Education Collaboration Tool

The Collaboration Tool is a multi-layered, multi-purpose tool, whose name reflects the need and expectation for collaborative planning to support English learners' needs across language and content area classrooms. The tool brings together various resources to support educators in developing and implementing instruction that cultivates English learners' higher order thinking skills and develops their ability to interpret and express increasingly complex language. 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 Focus Language Goals for Stage 1 of the Understanding by Design (UbD) curriculum development process. The Tool was created in response to educators' request for a practical, teacher-friendly way to operationalize the WIDA English Language Development Standards for instructional planning and delivery. As such, it answers the following questions:

- How can I simultaneously teach language in the context of standards-based concepts and analytical skills?
- What is high-leverage language that will have the most impact given limited time w/ students?
- How can we develop a common language and process for collaboration between content and language teachers?

Thinking Space 1: Language for Learning, Thinking, and Being

Preparing all students to be ready for college and/or career readiness as well as civic engagement requires language teaching that supports them in developing key academic practices and habits of thinking. These enable their success in school and beyond. Use the guiding prompts in this Thinking Space to plan language instruction for learning, thinking, and being.

Key Areas	Guiding Questions
1. Learning Goals	What are the desired learning goals? *(Focus Language Goals (FLGs) at the unit level or language objectives at the lesson level).* **Use Thinking Space 2 for additional guidance for developing unit-level FLGs.**
2. Evidence	*Once learning goals have been established, think about what you observe in your students' work in relation to established goals:* a. What can your students currently do? b. What types of evidence of student learning can you collect?
3. Teacher Moves	a. How am I cultivating relationships with my students, promoting dialogue, and creating a culturally and linguistically responsive learning community? b. How am I making connections with the assets students bring into the classroom? c. What do I do with student evidence? d. Based on observable student actions, how do I plan my next teaching moves to effectively support my students' development? e. What pieces come first, second, third, etc., as we focus on language development through Key Language Uses and key academic practices? f. How do I support my students and scaffold their learning? g. What types of on-going feedback might I give to students based on what I see in their performance? h. How will my teacher feedback help students take action to achieve established learning goals? i. How am I creating meaningful opportunities for oral language development? j. How am I bridging the social and personal to the academic?
4. Student Moves	*Consider student moves for established purposes, in specific contexts, together with other learners, and with certain outcomes:* a. What types of moves do my students need to make to increase language proficiency and advance toward college and/or career readiness and civic engagement? b. What language will I hear and/or read from students as they engage in different activities? c. How will students monitor and assess their own individual progress toward established goals?

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Thinking Space 2: Developing Unit-Level Focus Language Goals

Content Area Connection: This unit will address the language for **WIDA Standard 1: Social and Instructional Language (ELD-SI)** and at least one additional content area related **WIDA Standard Statement (ELD-LA, ELD-MA, ELD-SC, ELD-SS)**: _____

Specific Academic Context: Language development for this ESL unit will be contextualized in the following substantive topic derived from **grade-level** units, themes, and/or standards: _____

Key Academic Practices and/or Content Standards	Language: Prominent Ways Students Use Language for Learning		Proficiency Level Descriptors (PLDs)

Key Academic Practices and/or Content Standards	Key Language Uses	Language Expectations & Micro Functions	Proficiency Level Descriptors (PLDs)
Key academic practices may be replaced with the state standards themselves. Use the standards navigator to support your analysis. **In listening, speaking, reading, and writing with literary and informational language, students…** **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 **Engage in collaborative interactions* • Build on the ideas of others and articulate their own • Request clarification • Discuss key points	**Key Language Uses** • **INFORM** • **NARRATE** • **EXPLAIN** • **ARGUE** **Use the WIDA ELD Standards Framework, 2020 edition Appendix C: A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations to identify the most prominent Key Languages Uses across grade levels and narrow your unit's focus.*	**Language Expectations & Micro Functions** *Language Expectations: Check out the WIDA ELD Standards Framework, 2020 edition grade level cluster materials for Language Expectations that align with Key Language Uses.* *Language micro functions can be combined or created according to need and/or context. Click 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 other micro function as necessary*	*PLDs articulate English learners' growth in interpretive and expressive language across levels of English language proficiency:* **Level 1 Level 2 Level 3 Level 4 Level 5 Level 6** *Because language development is fluid and dynamic, proficiency levels are not static and can be different across communication modes (listening, reading, writing, etc.). Therefore, make sure to ground unit development and* **Focus Language Goals** *on student needs. Calibrate unit level expectations with the language students can generally interpret and express at each ELP level (for relevant resources, check out the PLD Expansion document).*

Pathways and Flexible Formulas for developing unit-level Focus Language Goals (FLGs)

FLGs should always include at least a **Key Language Use** *and* **Key Academic Practice or Content Standard** *stem. Below are potential pathways for creating FLGs as unit level goals during Stage 1 (following Next Generation ESL's Understanding by Design - UbD curriculum development approach). Learn more about pathways and formulas* **here***.*

PATHWAY 1: Use or adapt a WIDA Language Expectation

ELD-MA.K.Inform.Interpretive/Expressive: Interpret/Construct mathematical informational texts (with prompting and support) that describe a concept or entity. *(Inform as the Key Language Use)*

PATHWAY 2: Flexible Formulas

• **Key Language Use** + **key academic practice**
Explain by building on the ideas of others and articulating your own claims.

• **Key Language Use** + **micro function** + **key academic practice**
Argue by stating a claim supported with reasoning and evidence.

• **Key Language Use** + **state standard stem**
Inform to delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. *(state standard stem derived from ELA-Literacy SL.6.3)*

• **Key Language Use** + **micro function** + **key academic practice** + **substantive topic**
Explain by describing the role human activities have played in causing the rise in global temperatures in grade-appropriate exchanges of information. *(substantive topic connected to STE 8.MS-ESS3-5)*