

## English Learner Education 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!**

|   |   |   |  |  |  |   |  |  |
|---|---|---|--|--|--|---|--|--|
| <p><b>Key Academic Practices</b> and/or <b>Standards</b><br/>Key academic practices may be replaced with the <b>state standards</b> themselves.</p>   | <p><b>Language: <u>Key Uses</u> of Academic Language</b></p>  | <p><b>Performance Definitions*:</b> Language development is fluid and dynamic. Levels are not static, and can be different in different domains.</p>  |  |  |  |   |  |  |
| <p>In <b>listening, speaking, reading, and writing</b> with <b>literary and informational</b> language...</p> <p><b><u>*Engage with complex academic language</u></b></p> <ul style="list-style-type: none"> <li>• Participate in grade-appropriate exchanges of information</li> <li>• Produce clear and coherent language in which the development, organization, and style are appropriate to task, purpose, and audience</li> <li>• Support analyses of a range of complex texts with evidence</li> <li>• Use English structures to communicate context-specific messages</li> </ul> <p><b><u>*Use evidence-based communication</u></b> (with opinions, claims, concepts, arguments, or ideas)</p> <ul style="list-style-type: none"> <li>• Paraphrase</li> <li>• Analyze</li> <li>• Summarize</li> <li>• Challenge</li> <li>• State (name) your own</li> <li>• Support with reasoning and evidence</li> </ul> <p><b><u>*Carry out research</u></b></p> <ul style="list-style-type: none"> <li>• Plan and carry out inquiries</li> <li>• Evaluate sources</li> <li>• Build and present knowledge through research by integrating, comparing, and synthesizing ideas</li> <li>• Communicate research findings</li> </ul> <p><b><u>*Take part in collaborative interactions</u></b></p> <ul style="list-style-type: none"> <li>• Build on the ideas of others and articulate your own</li> <li>• Request clarification</li> <li>• Discuss key points</li> </ul> | <p><b>Macro Functions</b></p> <p><a href="#">RECOUNT</a></p> <p><a href="#">EXPLAIN</a></p> <p><a href="#">ARGUE</a></p> <p><a href="#">DISCUSS</a></p> <p><i>“Discuss” points to the importance of the oral, interactive component of all the academic practices.</i></p>  | <p><b>Micro Functions</b></p> <p><i>Micro functions can be mixed or created according to need and context. Click on the links below for <b>sample progressions</b>.</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Cause/effect</a></li> <li>• <a href="#">Classify</a></li> <li>• <a href="#">Compare/contrast</a></li> <li>• <a href="#">Contradict/disagree</a></li> <li>• <a href="#">Describe</a></li> <li>• <a href="#">Elaborate</a></li> <li>• <a href="#">Evaluate</a></li> <li>• <a href="#">Identify/name/label</a></li> <li>• <a href="#">Inquire</a></li> <li>• <a href="#">Justify</a></li> <li>• <a href="#">Predict</a></li> <li>• <a href="#">Sequence</a></li> <li>• <a href="#">State opinion / claim</a></li> <li>• <a href="#">Summarize</a></li> </ul> <p>• <i>Insert any micro function as necessary</i></p> | <p><b>ELP 5</b></p> <ul style="list-style-type: none"> <li>• Multiple complex sentences, presented in a cohesive and coherent manner.</li> <li>• Multiple phrases and clauses with patterns characteristic of specific content areas. Academic, content-specific, and technical vocabulary.</li> </ul> | <p><b>ELP 4</b></p> <ul style="list-style-type: none"> <li>• Expanded related ideas in connected discourse with a variety of sentences.</li> <li>• A variety of complex grammatical constructions with patterns characteristic of specific content areas.</li> <li>• Content-specific and some technical academic vocabulary.</li> </ul> | <p><b>ELP 3</b></p> <ul style="list-style-type: none"> <li>• A series of extended sentences and related ideas.</li> <li>• Repetitive and some complex grammatical structures with patterns characteristic of specific content areas. Some content-specific and academic vocabulary, including cognates.</li> </ul> | <p><b>ELP 2</b></p> <ul style="list-style-type: none"> <li>• Emerging presentation of ideas in phrases or short sentences.</li> <li>• Repetitive, formulaic grammatical structures across specific content areas.</li> <li>• General social, instructional, and content words and expressions, including cognates.</li> </ul> | <p><b>ELP 1</b></p> <ul style="list-style-type: none"> <li>• Single words, phrases, or language chunks to represent ideas.</li> <li>• Phrase-level patterns and structures.</li> <li>• Everyday social, instructional, and content words and expressions.</li> </ul> |  |
|   | <p><b>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.</b></p> <p>Below are adaptable “formulas” for creating FLGs to arrive at UbD unit Stage 1 goals.</p> <p><b>Key Use (macro) + key academic practice</b></p> <p><b>DISCUSS</b> by <b>building upon ideas of others and articulating your own claims</b></p> <p><b>Key Use (macro) + micro function + key academic practice</b></p> <p><b>ARGUE</b> by <b>stating a claim supported with reasoning and evidence.</b></p> <p><b>Key Use (macro) + state standard stem</b></p> <p><b>RECOUNT</b> to <b>delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (ELA-Literacy SL.6.3)</b></p> <p><b>Key Use (macro) + micro function + key academic practice + substantive topic</b></p> <p><b>EXPLAIN</b> by <b>describing cause and effect</b> to <b>participate in grade-appropriate exchanges of information</b> about the role that human activities have played in causing the rise in global temperatures. (STE 8.MS-ESS3-5)</p> |   |  |  |  |   |  |  |

**English Learner Education Collaboration Tool: PAGE 2**

**\*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.

.... 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. .... 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: Language as Action and Contingent Feedback**

**Consider:** *If we plan language teaching with the end goal of college and career readiness 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   | <p>What do I do with student evidence?<br/>           Based on observable student actions, how do I plan my next moves to most effectively support my students’ development?<br/>           What pieces come first, second, third, etc., as we focus on language development through Key Uses of Academic Language and key academic practices?<br/>           How do I support my students and scaffold their learning?</p> <p>What types of contingent feedback might I give to students based on what I see in their performance?<br/>           How will my teacher feedback help students take action to achieve established learning goals?</p> |
| 4. Student moves<br><i>For particular purposes, in specific contexts, together with other learners, and with certain outcomes.</i> | <p>What types of moves do my students need to make to increase language proficiency and advance toward college and career readiness?<br/>           What language will I hear and/or read from students as they engage in different activities?</p> <p>How will students monitor and assess their own individual progress toward established goals?</p>  |

**Thinking Space for FLG Development:** Unit-Level Focus Language Goals (FLGs) in the context of Grade-Appropriate topics and standards should always include **at least a language FUNCTION and a KEY ACADEMIC PRACTICE or content standard stem.**

---



---



---