**Curriculum Amplification Guide: Key Language Use (KLU) Alignment**

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| **Criteria** | **Steps to Engaging KLU Alignment** | **Materials to Engage in KLU Alignment** | **Guiding Questions** |
| **Match:**  Identify the most prominent Key Language Uses related to the units’ academic content standards. | * Identify the content standards, recurring and major expressive tasks and the summative assessments for each unit. * Identify the most prominent Key Language Use for each unit. | Notice how students are expected to use language throughout a sample set of curriculum materials with a focus on:   * Content standards * Recurring and major expressive tasks * Summative assessments | What is the most prominent Key Language Use that the content standards of each unit reflect?  What is the overarching purpose of language use that students are expected to express in each unit? |
| **Depth:**  Identify a variety of texts, tasks, and purposes addressed across the Key Language Uses. | * Group units by their identified most prominent Key Language Use. * Review at least one recurring expressive and interpretive task per unit. * Identify the specific genres that students are expected to interpret and express across the units. | * Summative assessments * Recurring unit activities (a chapter in a book, lab reports, journaling, etc.) * Interpretive materials (readings, videos, graphs, etc.) * Table 4-1 Definitions of Key Language Uses on p. 219 of [WIDA ELD Standards Framework](https://wida.wisc.edu/resources/wida-english-language-development-standards-framework-2020-edition) for genre examples | Where are there opportunities for students to engage in a variety of texts and tasks?  How do the materials reveal common and unique linguistic and organizational features of each Key Language Use?  What mentor texts support the most prominent Key Language Use of each unit? |
| **Breadth:**  Identify how the Key Language Uses are systematically and consistently addressed across units. | * Take inventory of the most prominent Key Language Uses that have been identified across each unit. * Find opportunities to intentionally build on previous language development. * Ensure the curriculum addresses a variety of genres. | * Scope and Sequence * All identified most prominent Key Language Uses for each unit * Identified genres that will be addressed in each Key Language Use * Previous grade-level curriculum materials for vertical alignment | How many times are each of the most prominent Key Language Uses addressed throughout the curriculum?  Looking across each Key Language Use being addressed, what genres are addressed throughout the curriculum? |

**Curriculum Amplification Template: Key Language Use (KLU) Alignment**

**Class:**

**Grade Level:**

**Subject:**

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| **Identified KLU** | **Unit Name or #** | **Identified Genres** | **Notes: Opportunities for Amplification** |
| **Narrate** | (Example)  Unit 1: Personal Narratives | (Example)  Expressive:   * Personal recount paragraphs   Interpretive:   * Memoir | (Example)  Visuals for abstract vocabulary  Paragraph frames for personal recounts |
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| **Inform** |  |  |  |
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| **Argue** |  |  |  |
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| **Explain** |  |  |  |
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