



# English Language Development (ELD) Yearlong Curriculum Plan

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<b>ELD FLG Overview PAGE 2</b>	<b>Key Academic Practices PAGE 3</b>	<b>Macro Functions PAGE 4</b>	<b>Collaboration Tool PAGE 5</b>	<b>ELD Standards PAGE 6</b>
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## ELD Focus Language Goals Overview:

### Focus Language Goals (FLGs) are created considering Language Functions Key Academic Practices & Standards

#### Macro Language Function

Each FLG contains a Macro Function which come from the Key Uses of Academic Language established by WiDA. Recount, Explain, Argue and Discuss (READ)

#### Micro Language Function

The 14 micro functions focus on critical language and skills embedded in the Mass Frameworks. They align to the Key Academic Practices and highlight language expectations within the key shifts identified in the Mass Frameworks.

#### Micro Function Sample Progressions

Are sample progressions of how ELs at each proficiency level may process or produce language related to that function. The sample progressions incorporate WIDA's Features of Academic Language at each ELP level.

#### Key Academic Practices

Derived from the *Relationships and convergences among the mathematics, science, and ELA practices*. Highlighting common practices that students engage in across disciplines helps educators prioritize high leverage-language that will support students in a variety of classrooms.

#### WiDA

- **Standards**

- Language of ELA
- Language of SS
- Language of Science
- Language of Math
- Social and Instructional Language

- **Performance Definitions**

Are provided to guide educator's expectations of what ELs can produce and process.

#### Massachusetts Frameworks

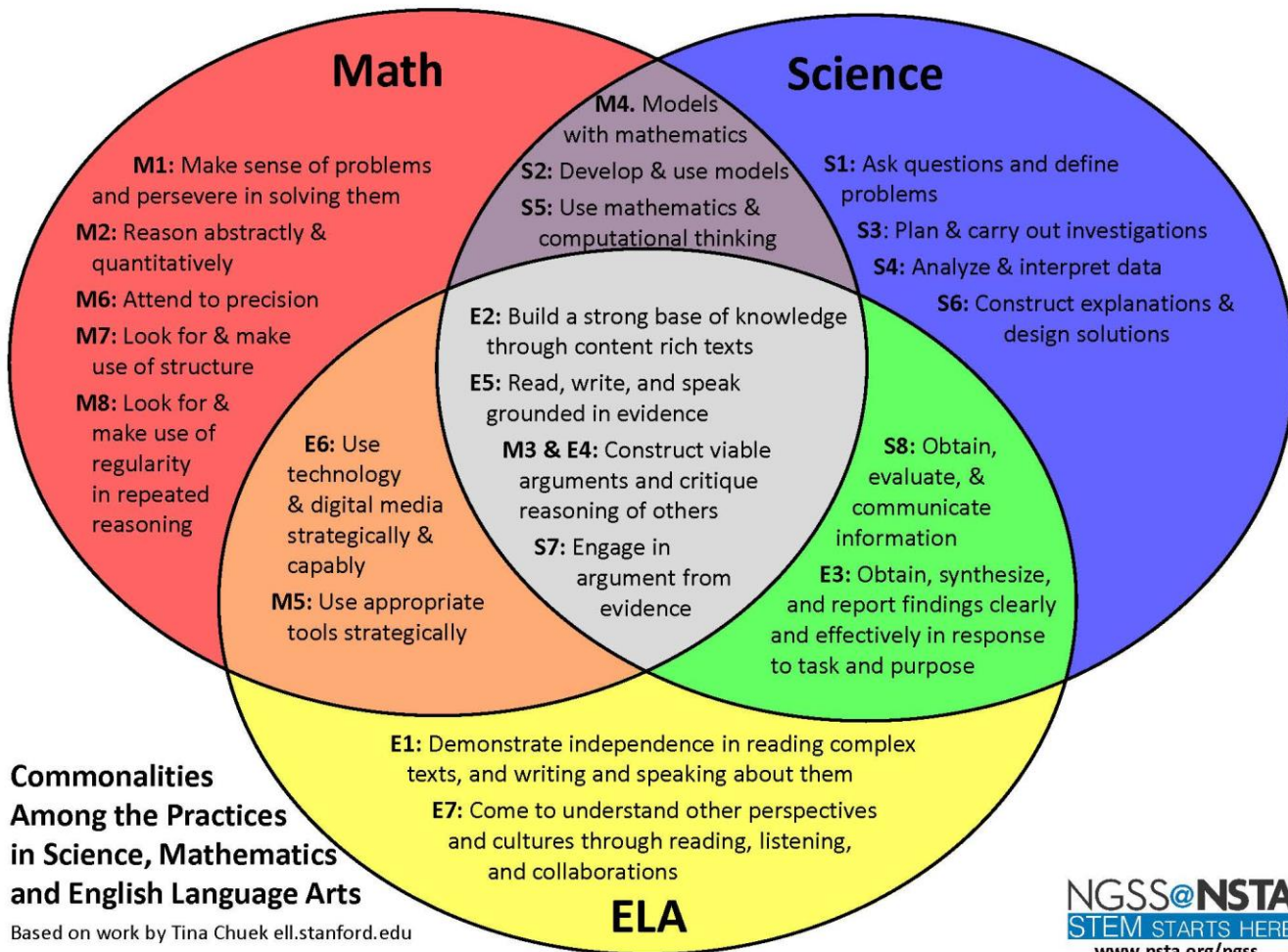
Provide the meaningful connections for the ELD classroom. FLG can and ELD curriculum can connect to any grade level content.

### GUIDING PRINCIPLES FOR ELL PROGRAMS

An effective English Language Development curriculum ...

1. Provides systematic, explicit, and sustained language instruction.
2. Prepares students for general education by focusing on academic language while also attending to social instructional language.
3. Is based on the research, theory, pedagogy of second language acquisition.
4. Language forms and functions targeted are taught within rich, contextualized, and meaningful circumstances.
5. *Emphasizes writing arguments, explanatory/informative texts, and narratives.*
6. *Holds high expectations for all students.*
7. *Provides explicit skill instruction in reading and writing.*
8. *Builds on the language, experiences, knowledge, and interests that students bring to school.*
9. *Nurtures students' sense of their common ground as present or future American citizens and prepares them to participate responsibly in our schools and in civic life.*
10. *Reaches out to families and communities in order to sustain a literate society.*

## Key Academic Practices



## Macro Functions (Key Uses)

The Key Uses, as well as the example tasks, are not exhaustive, but are meant to help guide language learners in standards-based content curriculum, instruction and assessment.

<b>Recount</b>	To display knowledge or narrate experiences or events. Example tasks that include the Key Use of Recount include producing information reports, biographies, historical accounts, lab reports, research papers, and personal narratives.
<b>Explain</b>	To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks that include the Key Use of Explain include presentations, classroom discussions, and various projects and research papers examining and demonstrating understanding of relationships, causes and effects of events, components of systems, and natural or historic phenomena.
<b>Argue</b>	To persuade by making claims supported by evidence. Example tasks that include the Key Use of Argue include debates, oral presentations defending points of view, creating persuasive texts, editorials, critiques, opinion pieces and scientific argumentations.
<b>Discuss</b>	To interact with others to build meaning and share knowledge. Example tasks that include academic conversations on various topics, small or large group activities and projects.

WIDA Key Uses

[https://www.wida.us/standards/CAN\\_Dos/](https://www.wida.us/standards/CAN_Dos/)

ESE Model Curricular Units

<http://www.doe.mass.edu/ell/curriculum.html>

### Collaboration Tool

The collaboration tool supports the creation of Focus Language Goals. The full collaboration tool is available here: <http://www.doe.mass.edu/ell/curriculum/collaborationtool.pdf>

<p><b>Key Academic Practices and/or Standards</b>  <i>Key academic practices may be replaced with the <b>state standards</b> themselves.</i></p> <hr/> <p><b>In listening, speaking, reading, and writing with literary and informational language...</b></p> <p><b><i>*Engage with complex academic language</i></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><i>*Use evidence-based communication</i></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><i>*Carry out research</i></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><i>*Take part in collaborative interactions</i></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>Language: <i>Key Uses of Academic Language</i></b></p>	
	<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>

## Chelsea Public Schools ELD Standards

Use the WiDA Performance Definitions and Can Do Descriptors to determine if students are able to:

FLG	Focus Language Goal Description
R.1	Recount by <b>naming, labeling and identifying</b> to show understanding of a text or topic.
R.2	Recount by <b>describing</b> to produce clear and coherent language in which the development, organization, and style are appropriate to task, purpose and audience.
R.3	Recount by <b>sequencing</b> in order to show understanding of a text or topic.
R.4	Recount by <b>summarizing</b> key details in a text or topic.
E.1	Explain by <b>describing</b> to examine a topic and convey ideas.
E.2	Explain by <b>elaborating</b> to examine a topic and convey ideas.
E.3	Explain by <b>comparing and contrasting</b> to build and present knowledge from several sources.
E.4	Explain with <b>cause and effect</b> to analyze grade level topic.
A.1	Argue by <b>stating an opinion/claim</b> to participate in grade-appropriate exchanges of information
A.2	Argue by <b>justifying</b> claims, opinions, inferences or predictions with reasoning and evidence
A.3	Argue by <b>evaluating</b> ideas, sources or processes.
A.4	Argue by <b>contradicting/disagreeing</b> to challenge opinions, claims, concepts, arguments or 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.
D.2	Discuss to request clarification by paraphrasing what was heard and asking clarifying questions.
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 inquiries.

...At their English Language Proficiency Level

