Take the DARE!
Key Uses for Curriculum and Lesson Planning

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Driving questions for our session:

1. How might we enhance multilingual learners’ content learning through key uses of academic language?

2. How can we enact curriculum around key uses of academic language?
Language power is often equated with students’ language use in academic settings.

- Multilingual learners communicate and share concepts, ideas, and information related to content in school contexts.

(Bailey, 2007; Gottlieb & Ernst-Slavit, 2014; Schleppegrell, 2004)
Let’s extend the definition of language power to include...

- All activities in which students participate and contribute to their own learning, such as:
  - interacting with peers for a specific purpose
  - collaborating with others to problem-solve or negotiating with others to reach consensus
Key Uses of Academic Language

• Meta-language functions that stem from academic content standards, literature, and instructional materials (the work has been done for you!)

• Overarching purposes for language use within and across the content areas
Usos clave del lenguaje académico

- Discutir
- Explicar
- Argumentar
- Relatar
Discuss

Argue

Recount

Explain

Key Uses
DISCUSS

- Listen for or provide information to others
- Ask and answer referential questions
- Provide examples, details or evidence
- Clarify stances, views, or positions
- Build on others’ ideas

To engage in (content-area) topics with others for the purpose of sharing and co-constructing knowledge.
ARGUE

To persuade others by making claims that are supported by evidence

- State claims or opinions
- Provide supporting evidence
- Offer counterclaims tied to evidence
- Strengthen stance with examples or through emotion
- Persuade others of a course of action
RECOUNT

To narrate, tell, or retell stories, reports, and experiences to others

- Narrate familiar stories or biographies
- Summarize text
- Report observations
- Retell events or experiences
- Recite poetry or raps
EXPLAIN To clarify the ‘why’ or the ‘how’ between ideas, actions, or phenomena to facilitate understanding by others

- Describe the relationship between two objects, two characters, two circumstances
- State how or why something works
- Sequence steps of cycles
- Compare objects or natural phenomena
- Connect causes and effects of actions or processes
<table>
<thead>
<tr>
<th>Key Use</th>
<th>Students.....</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Engage</strong> in two-way tasks to find missing information</td>
</tr>
<tr>
<td></td>
<td><strong>Critique</strong> videos, games, or movies of their choice</td>
</tr>
<tr>
<td></td>
<td><strong>Summarize</strong> their favorite fairy tales in small groups</td>
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<tr>
<td></td>
<td><strong>Instruct</strong> how to solve a problem using different operations to a peer</td>
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<tr>
<td>Key Use</td>
<td>Students…</td>
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<tr>
<td>E</td>
<td><strong>Instruct</strong> how to solve a problem using different operations to a peer</td>
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</table>
Take the DARE: How might you apply each key use to the following passage? Turn to p. 2 of your handout.
It's not a good idea to set your goals in negative terms. Or rather, it's important to set your goals in positive terms! Studies show that your brain often flips the meaning of a negative sentence.

Imagine you're trying to watch less TV. You might say to yourself, "I don't want to sit on the couch all day, every day." Believe it or not, you might subconscious think that as, "I want to sit on the couch all day, every day."

Use positive sentences, like, "I want to exercise every day!" It's easier to plan out what you're going to do, instead of what you're not.

https://www.brainpop.com/health/personalhealth/settinggoals/
How might you apply Key Uses to this excerpt?

- ‘I can’ **discuss** with a friend one of the goals that I have set and one that I didn’t choose.
- ‘I can’ **argue**…
- ‘I can’ **recount**…
- ‘I can’ **explain**…
Empowering our students and teachers….
The MA Next Generation ESL Curriculum Project
(NGESL MCUs - 2016)

- DESE in a key partnership with MATSOL
- Collaborations with: Northeast Comprehensive Center/WestEd, WIDA, CAST (UDL), Jay McTighe (UbD), and other state and national experts.
- **Field-based teams**: language and content teachers and directors (> 65%)
<table>
<thead>
<tr>
<th>CLARIFY ROLES</th>
<th>WHAT IS ESL IN MA?</th>
<th>OPERATIONALIZE WIDA STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>CURRICULUM RESOURCE GUIDE</td>
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</table>
Project Overview:
In the NGESL Curriculum Resource Guide...

THEORY OF ACTION

DEFINITIONS: ESL & ROLES IN ELE PROGRAM

COLLABORATION TOOL

CURRICULUM DEVELOPMENT AT THE UNIT LEVEL

CURRICULUM DEVELOPMENT AT THE LESSON LEVEL

FOCUS TOPICS
(TEXT COMPLEXITY, UDL, CRITICAL STANCE, SOCIAL JUSTICE, ETC.)
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<tr>
<td>CURRICULUM RESOURCE GUIDE</td>
<td>COLLAB TOOL</td>
<td>INTERACTIVE GUIDE TO COLLAB TOOL</td>
</tr>
<tr>
<td>12 ESL MCUs</td>
<td>VIDEOS of units in action</td>
<td>PD</td>
</tr>
</tbody>
</table>
COLLABORATION TOOL: CONTENT & LANGUAGE

Choices to prioritize and organize – T/P/S

Key Academic Practices and/or Standards

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
- Build on the ideas of others and articulate your own
- Request clarification
- Discuss key points

Macro Functions

RECOUNT
Select micro functions according to need and context. Click on the links below for sample progressions:
- Cause/effect
- Classify
- Compare/contrast
- Contract/disagree

EXPLAIN
- Describe
- Elaborate
- Evaluate
- Identify/name/lable
- Inquire
- Justify
- Predict
- Sequence
- State opinion/claim
- Summarize

ARGUE
- Insert any micro function as necessary

Micro Functions

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.

<table>
<thead>
<tr>
<th>ELP 5</th>
<th>ELP 4</th>
<th>ELP 3</th>
<th>ELP 2</th>
<th>ELP 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple complex sentences, presented in a cohesive and coherent manner.</td>
<td>Expanded related ideas in connected discourse with a variety of sentences.</td>
<td>A series of extended ideas and related ideas.</td>
<td>Emerging presentation of ideas in phrases or short sentences.</td>
<td>Single words, phrases, or language choices to represent ideas.</td>
</tr>
<tr>
<td>Multiple phrases and clauses with patterns characteristic of specific content areas.</td>
<td>A variety of complex grammatical constructions with patterns characteristic of specific content areas.</td>
<td>Repetitive and some complex grammatical structures across specific content areas.</td>
<td>Repetitive, formulaic grammatical structures across specific content areas.</td>
<td>Phrase-level patterns and structures.</td>
</tr>
<tr>
<td>Academic, content-specific, and technical vocabulary.</td>
<td>Content-specific and some technical academic vocabulary.</td>
<td>Some content-specific and academic vocabulary, including cognates.</td>
<td>General social, Instructional, and content words and expressions.</td>
<td>Everyday social, instructional, and content words and expressions.</td>
</tr>
</tbody>
</table>

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
RECOUNT to 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)

Key Use (macro) + micro function + key academic practice + substantive topic
EXPLAIN by describing cause and effect to participate in grade-appropriate exchanges of information about the role that human activities have played in causing the rise in global temperatures. (STE 8. MS-ESS3-5)

Write your FLG here:
MICRO FUNCTION: JUSTIFY to give reasons for an action, decision, choice, opinion, point of view, to prove a point, and/or convince others.

TASKS ASSOCIATED WITH FUNCTION: justify, argue, persuade, make a case for or against, compare, contrast, distinguish, discriminate, illustrate, recognize, point out, relate, deduce, categorize, combine, document, support, test, validate, verify, refer, give/support your point of view, debate, defend, show, rationalize, think, convince, sway, etc.

KEY WORDS ASSOCIATED WITH FUNCTION: critical, crucial, debatable, evidence, tone, thesis, include, preclude, irrelevant, relationship, criteria, rationale, because of, for this reason, due to, belief, support, evidence, furthermore, moreover, clearly, refer to, etc.

<table>
<thead>
<tr>
<th>I. COMMONLY EMBEDDED FORMS</th>
<th>II. SENTENCE FRAME EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-prescriptive, and when participating in grade-appropriate classroom activities</strong></td>
<td>Typical patterns, non-prescriptive; order is from more complex frames to less (see note at top of page)</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sentence</strong></td>
<td><strong>Sentence</strong></td>
</tr>
<tr>
<td>What is the amount of content-specific language that can be quickly processed or easily produced?</td>
<td>How much information is packed within a sentence structure (clause) or sentence?</td>
</tr>
<tr>
<td><strong>Word/Phrase</strong></td>
<td>What is the range and specificity of words, phrases, and expressions used?</td>
</tr>
<tr>
<td><strong>• Make a justification based upon a complex sequence of events, ideas, opinions, and/or steps. Demonstrate stamina in receiving or providing an elaborated justification.</strong></td>
<td><strong>Based on writing by author X, who is an expert in Y, I believe that...</strong></td>
</tr>
<tr>
<td><strong>• Justify using multiple paragraphs, chapters, and essays on grade-appropriate content-area text.</strong></td>
<td><strong>On top of it all, the compelling evidence to support this...</strong></td>
</tr>
<tr>
<td><strong>• Justify using an accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events.</strong></td>
<td><strong>X, which is perhaps the key fact, is the main reason why...</strong></td>
</tr>
<tr>
<td><strong>Justify using descriptive sentences characterized by a wide variety of sophisticated sentence structures, including:</strong></td>
<td><strong>One of the integral factors would have been...</strong></td>
</tr>
<tr>
<td><strong>• Verb forms such as passive voice and subjunctive.</strong></td>
<td><strong>According to ____, ______; therefore, ______.</strong></td>
</tr>
<tr>
<td><strong>• Modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers).</strong></td>
<td><strong>As a result of ________, ________.</strong></td>
</tr>
<tr>
<td><strong>• A wide range of idiomatic and unique sentence patterns characteristic of content-area justifications.</strong></td>
<td><strong>From our perspective, the primary justification would be...</strong></td>
</tr>
<tr>
<td><strong>Justify using a wide vocabulary, including:</strong></td>
<td><strong>In lieu of ________, the evidence supports...</strong></td>
</tr>
<tr>
<td><strong>• A larger proportion of vivid, less frequently occurring words and phrases.</strong></td>
<td><strong>Indeed, ________.</strong></td>
</tr>
<tr>
<td><strong>• Precise derivations of words and phrases regardless of context, such as general, specific, technical, and abstract content-related vocabulary: cognates; content-specific collocations; and figurative language.</strong></td>
<td><strong>______ will ________ due to _______.</strong></td>
</tr>
<tr>
<td><strong>• Precise use of intensive pronouns.</strong></td>
<td><strong>______ can be justified by ________.</strong></td>
</tr>
<tr>
<td><strong>• Opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity.</strong></td>
<td><strong>It is significant to note ________, because ________.</strong></td>
</tr>
<tr>
<td><strong>A point often overlooked is ________.</strong></td>
<td><strong>A point often overlooked is ________.</strong></td>
</tr>
<tr>
<td><strong>______; consequently ________.</strong></td>
<td><strong>______; consequently ________.</strong></td>
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<tr>
<td><strong>______; thus we can see that ________.</strong></td>
<td><strong>______; thus we can see that ________.</strong></td>
</tr>
<tr>
<td><strong>In my opinion, ___ should ___ because ___...</strong></td>
<td><strong>In my opinion, ___ should ___ because ___...</strong></td>
</tr>
<tr>
<td><strong>As ______ indicates, ________.</strong></td>
<td><strong>As ______ indicates, ________.</strong></td>
</tr>
<tr>
<td><strong>It is apparent that...</strong></td>
<td><strong>It is apparent that...</strong></td>
</tr>
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</table>
Project Overview: Educational Theory

My humanity depends on your humanity
Project Overview: Educational Theory

- Knowledge is not finite

- Field-based: educators as leaders, researchers, & intellectuals

- Central focus: Thinking processes & continuous improvement cycle

- The human condition is the heart of it all (Juan Felipe Herrera – first Latino poet Laureate in the U.S.)
Resources

- Next Generation ESL MCU Curriculum Resource Guide
- Collaboration Tool
- Interactive Guide to the Collaboration Tool (under miscellaneous)
- 12 ESL Model Curriculum Units
- Instructional videos: units in action
- Facebook: Pedagogy, Curriculum, & Policy for Multilingual Learners
Tools and Resources for Key Uses
We tend to look through language and not realize how much power language has.

Deborah Tannen
Other Conference Sessions

- Margo Gottlieb:
  - Looking at Assessment Through the Lens of Multilingual Learners (Thu, 8:30am–9:15am, UL3: Ballroom North)

- Fernanda Kray:
  - RETELL and SEI Endorsement Panel: Where Do We Go From Here? (Wed, 2:30-4:00 - UL5: Sudbury, )
  - OLA Updates: SEI Programmatic Guidance, NGESL, PD (Thursday, 10:30-11:15 - D Ashland )