

# ELA Curriculum Revisions, July 2017

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## Integrated ENL/ELA (ELA Part 1)

Below is a summary of revisions to the previous version of *Integrated ENL/ELA*, formerly known as *ELA Part 1*. The revisions were informed by feedback from reviewers and implementing teachers, as well as from our own observations in classrooms. Most of the additions/changes are detailed in the **Handbook**, located at the top of each unit page on our website<sup>1</sup>.

### **General Revisions**

We streamlined the teacher documents. We reduced the number of pages and depth of explanation within each lesson and replaced these with lesson summaries. We also included more single page checklists and instructional tips. In addition, we streamlined the student materials. We reduced the number of student handouts per lesson and focused on a narrower range of high-impact activities and materials to support student acceleration across the progressions. These include thinking maps for processing content and language, as well as the same six assessment types in each unit. The format of each unit is the same, but the content and language demands increase over the course of the year.

### **Unit Themes & Central Concepts**

We revised the unit themes, central concepts, and essential questions to better meet the needs and life experiences of SIFE with Developing Literacy (SDL). Rather than focusing exclusively on human rights (as we did in last year's ELA curriculum) we shifted the emphasis to how everyday people use resources and power to set goals, overcome challenges, and solve problems. Students analyze how people decide to use their power and resources, and how these decisions impact themselves and others. These themes are interwoven throughout all units, so as students build understanding, language, and academic thinking skills, they return to these themes, comparing them and analyzing them with increasing rigor. Students learn to use thinking maps to further analyze the themes. In addition, the themes of resources and power guide learning in Stand-alone ENL. Students use resources to read actively and communicate clearly in writing. As students solve problems to make meaning of text and communicate ideas in writing, they develop their own identities as readers and writers, and discover the power of literacy. In previous drafts of these units, Integrated and Stand-alone classes were not connected thematically.

### **Texts**

There are additional visually rich texts in each unit. These are essential for SDL. They give students the opportunity to apply the skills and concepts to a more comprehensible visual text before they bridge to written texts. Unit 1 features new texts about former Bridges students, written by the students. Students will welcome the chance to connect with other young people who have had similar experiences. The themes that emerge from these texts can support students to transition to their new classroom community. Please see the Integrated ENL/ELA curriculum map for a detailed list of central texts. For returning teachers who purchased texts that are no longer central texts, these should be used as supplemental texts in each unit.

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<sup>1</sup> <http://bridges-sifeproject.com/>

### ***Yearlong Targets & Progressions***

We selected a set of yearlong targets to focus on in all units across the Bridges year: *reading comprehension, writing, comparing and contrasting, and identifying cause and effect relationships*. These targets focus on key academic thinking, language, and literacy skills, and are aligned to Next Generation Learning Standards<sup>2</sup>. We developed a progression for each target that maps the trajectory of acceleration across five levels of performance. We also added progressions for academic habits. All of these progressions are designed to support teachers in instruction and assessment of these key targets, as well as differentiating for the various levels in class.

### ***Unit Structure***

Units 1 through 4 are designed using a predictable structure to support teachers and students. The structure of the unit repeats across the year, with four predictable “sets” or phases of each unit that build on each other in a sequence of learning tasks. Set 1 is designed to engage students and to build background and foundational language for the unit. Set 2 is designed around the first text/case study, and includes before-, during- and after-reading tasks, as well as extension tasks to deepen analysis. Set 3 repeats the Set 2 structure with the second text/case study. This gives students more practice and independence. Set 4 is designed around the end-of-unit performance task, which is developed and shared using the writing process. Daily writing is embedded in the unit structure, and six assessments are administered at checkpoints throughout the unit.

### ***Language Development***

In collaboration with expert linguists, we have developed a scope and sequence for language development, highlighting the most critical grammatical forms to teach in the Bridges year. We have inserted language lessons in each of the four units and drafted two instructional protocols to guide teachers in explicitly teaching language through content. We have drafted additional documents for teachers to guide language teaching. This set of language documents is included in the **Handbook** and will be further supported in PD (session 2).

### ***Instructional Methods & Routines:***

We continued to work on key methods that support student acceleration across the yearlong targets. We both revised existing protocols and added additional ones, which include guidance in differentiation as well as home language use. All protocols are included in the **Handbook** to support teacher implementation and internalization of the most effective methods for SIFE with Developing Literacy.

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<sup>2</sup> Each target combines several related standards, rather than focusing on one.

### ***Glossaries***

Although the picture glossaries of previous units were a great support to students during a lesson, they did not serve as a yearlong resource to support students in speaking and writing. Additionally, several schools struggled to support the color printing. These were a very expensive resource, used only a few times. We have revised the vocabulary system to include two main resources: *Glossaries* and *Word Banks*. The Set Glossaries (organized by lesson) include key words for each lesson and a place for students to make meaning, but *no* pictures. Students need to draw pictures to represent meaning. The Word Banks, which *do* have pictures, are included in the **Student Resource Binder** (see below). The Word Banks are organized by semantic categories (feelings, actions, personality traits) and serve as cross-unit yearlong resources. Students use the Word Banks as a reference material when writing meanings of lesson glossary words. They also use Word Banks as resources across the year for reading and writing in both Integrated and Stand-alone classes.

This revision empowers students by giving them resources to learn new words, as well as teaching them how to use the words. The goal is for students to internalize key content words and develop an interest in words as they explore semantic categories and add to their Set Glossaries. Teachers have also requested that the vocabulary lists for each unit focus solely on key words needed to understand and discuss the content. This helps teachers prioritize their vocabulary instruction. Providing only those vocabulary words that are essential to communicating the content results in a more strategic and authentic approach to vocabulary. There will be many, many other words that students will learn in Integrated ENL/ELA, but they can rely on the Glossary to list words they *need* for learning content.

### ***Student Resource Binder***

We developed a Resource Binder to serve as a workbook and reference for students across the year. Contents will include Word Banks, power word lists, and various handouts to support language development.



## Stand-alone ENL (ELA Part 2)

Like the *Integrated ENL/ELA for SDL* revisions, the revisions to *Stand-alone ENL for SDL* (formerly known as *ELA Part 2*) were informed by reviewer and teacher feedback as well as classroom observations.

### **Connections to Integrated ENL/ELA**

We have connected both classes through thematic and skills-based essential questions, as well as a Resource Binder that students can use across both classes. Students work on many similar skills and strategies across the two classes. See the **Student Resource Binder** on the Integrated ENL/ELA web page.

### **Center Names**

The four center design remains, but we have removed the numbers. Some schools number centers differently or created additional centers, which can become confusing when referring to them by numbers. We now refer to them only by name: *Group Reading & Writing (GRW)*, *Independent Reading*, *Foundational Skills*, and *Independent Writing*.

### **Start-Up Lessons**

We have included 21 new lessons that now directly align to the protocols for these three student-directed centers. Start-Up lessons are generally 2-3 pages and will be covered in the August PD webinar. See the **Start-Up Guide** on the Stand-alone ENL web page.

### **Grammar & Writing Mini-Lessons**

As part of GRW instruction, we have included an outline of mini-lessons for key grammar skills that support language development in all domains (listening, speaking, reading, writing), with a special focus on writing. See the **Implementation Guide** on the Stand-alone ENL web page.

### **Foundational Language and Literacy (FLL) Resources**

Because there is no longer a separate FLL (Foundational Language & Literacy) course, we have provided a separate FLL guide to support instruction and practice in the most foundational skills for SDL who are new to print. See the **FLL Guide** and the **Addition Resources** section on the Stand-alone ENL web page.

### **Student Materials**

We have expanded and reorganized the student materials for the Foundational Skills and Independent Writing centers. We have also added materials for the 1R level.

**Note:** Some suggested revisions are beyond the scope of the website resources. Instead, resources and training in the following areas will be work shopped through our series of professional development sessions: **Leveling Readers** (session 2), **GRW Center Instruction** (session 3), and **Progress Monitoring** (session 4).