Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to ELL Student Success
NYS/NYC RBE-RN
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Session Outcomes

Participants will deepen their understanding of quality curriculum for ENL students by

- examining the attributes of quality in a sample curriculum.
- examining the role of standards alignment, placement and emphasis in curriculum samples.
- reviewing sample curricula that are differentiated, based on standards.
- examining how to incorporate strategies that support ELLs into the curriculum.
- evaluating their own curriculum and planning next steps.
What do we mean by the term curriculum?

Activity 1: Directions  P. 3

1. Across the top list examples of curriculum as you know it.
2. To the left list authors responsible for curriculum design.
3. To the right list how it is used or what purposes it serves.
4. At the bottom list ways in which curriculum can reflect the needs of ELLs.
5. In the center write a definition of curriculum that supports ELL's.
Layers of Curriculum  

(Martin-Kniep, 1999)

• *Formal curriculum* describes what students need to know, be able to do and value.

• *Operational Curriculum* translates formal curriculum into a plan for instruction.

• *Taught Curriculum* is what is delivered in the classroom.

• *Assessed curriculum* is what is evaluated through formal measures.

• *Learned curriculum* is what students walk away understanding as a result of their learning experiences.
Different Approaches to Curriculum: p. 4

- Grade level teams meet to map out units for the year.
- Teachers review reading programs and submit their recommendations.
- Teachers modify Expeditionary (ReadyGen, TC) units.
- Teachers indicate where various standards are specifically addressed.
- Teams analyze which CCLS have been taught/assessed during the year.
- After reviewing student samples, a teacher revises her unit plan.
- A vertical team ensures continuity in practice from grade to grade.
- The ENL teacher suggests ways to differentiate instruction for ELLs.

2016 Learner-Centered Initiatives
Processing Question:  p. 4

How did the review of the chart on page 4 affect your thinking about curriculum?
Activity 2: Attributes of Quality  p. 5

1. Read through the attributes of quality curriculum (pp. 6-7).

2. Use the checklist to examine one of the sample curricula.  
   Elementary page 4 in the Supplemental Packet  
   Middle to high school page 13 in the Supplemental Packet

3. Be prepared to share strengths, needs and other observations that you notice during your review of the sample curriculum.
Processing Questions: p. 5

1. What do you see as the strengths of the curriculum? How can it be improved?

2. What did you learn about quality curriculum as a result of your review? What questions did the review generate for you?

3. How will the attributes of quality curriculum help you in your curriculum design/revision work?
**Activity 3:** Rank the alignment of the tasks below. Be prepared to discuss how you would improve it to meet the needs of ELLs. Pp. 8-9

<table>
<thead>
<tr>
<th>Activity</th>
<th>How would you rank the alignment of this task; how would you improve it so that it meets the language needs of ELLs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST.9/10. 6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</td>
<td>Students read different opinions by two different authors about the impact of Social Media (Twitter, Facebook, Instagram, etc.) on teenagers’ face to face interactions. They then develop an inquiry question to inform the design of an experiment to study the impact of Social Media in their own lives.</td>
</tr>
</tbody>
</table>

2016 Learner-Centered Initiatives
Activity 4: Examine the standards-analysis document to determine what standards are taught and assessed  

<table>
<thead>
<tr>
<th>Standard</th>
<th>Reading Literature</th>
<th>Reading Information</th>
<th>Writing</th>
<th>Speaking and Listening</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2, 3, 5</td>
<td>1, 3, 5</td>
<td>3, 5</td>
<td>1, 2, 3, 4, 5</td>
<td>2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>2</td>
<td>1, 3, 4</td>
<td>2, 4, 6</td>
<td>2, 4</td>
<td>1, 2, 5</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>3</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>1, 6</td>
<td>2, 4</td>
<td>5, 6</td>
</tr>
</tbody>
</table>

2016 Learner-Centered Initiatives
Processing Questions:  p. 9

1. What standards are underemphasized or ignored? (See page 2 of Supplemental Packet to read the standards.)
2. What is the importance of these standards, particularly for ELLs?
3. What questions does this document raise about the curriculum?
4. What would you suggest as next steps in the development of this curriculum?
**Document #2: Fifth Grade ELA Curriculum**

<table>
<thead>
<tr>
<th>Unit Description:</th>
<th></th>
</tr>
</thead>
</table>
| **Unit 1, Module A - Depending on Each Other:** Is interdependence present within an ecosystem? In this unit, readers will understand that a character’s actions are influenced by the settings and sequence of events described in a text. Also, writers will understand that a writer’s techniques help readers get to know characters, their experiences, and their responses to situations and their environments. Within science, students will understand that ecosystems are communities in which all living things depend on each other and their environment for survival. As a result of this unit, students will write a narrative text based on how a character demonstrates a commitment to the environment and how this commitment demonstrates an interdependent relationship between: human and environment, environment and human, animal and environment, plant and environment, etc... | **RL 5.1, RL 5.2, RL 5.3, RL 5.4, RL 5.5, RL 5.6**  
**RI 5.1, RI 5.2**  
**W 5.1, W 5.3, W 5.4, W 5.5,**  
**SL 5.1** |
Processing Questions:

1. What questions does this curriculum map raise concerning the writing program? (See specific standards on page 3 in Supplemental packet)

2. What would you suggest as next steps in the development of this curriculum, particularly in meeting the needs of ELLs?
**Activity 6:** Examine the standards-analysis document to determine what standards are taught and assessed in the curriculum.  P. 11

<table>
<thead>
<tr>
<th>7th Grade Social Studies Practices</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Gathering and Using Evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Define and frame questions about the United States that can be answered by gathering, using, and interpreting evidence.</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>1. Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.</td>
<td></td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. What standards are underemphasized or not addressed?
2. What questions does this document raise about the curriculum?
3. What would you suggest as next steps in the development of this curriculum particularly in meeting the needs of ELLs?
Ways to Differentiate

Content  Process

Product

2016 Learner-Centered Initiatives
Activity 7: Explore ways to differentiate instruction based on each of the standards below so that ELL’s can be prepared to meet with success.  P. 12 - 13

<table>
<thead>
<tr>
<th>Standards</th>
<th>What can be differentiated?</th>
<th>How? Give an example of the language supports you would provide for ELL’s.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.1.8</strong></td>
<td>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
<td></td>
</tr>
<tr>
<td><strong>SL.2.3</strong></td>
<td>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
<td></td>
</tr>
</tbody>
</table>
Activity 8: Review the three examples on the following pages. Pp. 14 -17

What does each document illustrate about how a curriculum can support ESL students? P. 14
Learning Menus: Giving Options and Independence

P. 18

1. How can the Learning Menu be used to scaffold instruction for ELLs?
2. What dispositions does the learning menu foster?
3. What do we learn about differentiation from this video?
Questions:

• It is important for teachers & administrators to examine WHERE the standards are found, where they are revisited and whether they are introduced, practiced or assessed.

• When/how often should Learning Menus be used?

• How can we modify curriculum for SIFE?

• How can we align instructional standards with Progressions?


• How can we get non-ENL teachers to actually differentiate for ELLs?

• How can we maintain the same level of rigor for all students while differentiating?
How does your curriculum reflect the attributes of quality for ELLs? How can it be improved?
Before starting the review answer the questions P. 19:

1. What documents are currently considered curriculum in your building?
2. What is the general feeling about your curriculum? How do these feelings impact its use?
3. How is the curriculum used by administrators, departments, grade levels, teachers?
4. How well does your curriculum attend to the needs of ELLs?
Reviewing Your Curriculum

1. Use the Attributes of Quality Checklist (pp. 20-22) to review your own curriculum documents; track your thinking on the provided chart.

2. When you have completed your analysis, answer the Reflection Questions p. 23.