

6th Grade ELL LA Curriculum Semester 1 Unit 1	Facing Challenges
Enduring Understanding: Experiences comprise who we are, where we come from and what we strive to become.	Essential Questions: <ul style="list-style-type: none"> • How do you have the potential to create a positive environment? • What is a character’s true identity? • What is the best way to deal with a bully?
Language Arts Focus: Reading: Fiction Wringer by Jerry Spinelli Writing: Expository Essay (Describing a Person) Grammar: The Sentence and Its Parts, Nouns, Pronouns Vocabulary: Modified to fit language level	Social Studies Focus: Historiography Immigration/Migration

Alaska ELP Standards	
Beginner Low Listening: LBL. 6-8. 1; LBL. 6-8; LBL. 6-8. 3; LBL. 6-8. 4 Speaking: SBL. 6-8. 1; SBL. 6-8. 2; SBL. 6-8. 3 Reading: RBL. 6-8. 1; RBL. 6-8. 2; RBL. 6-8. 3; RBL. 6-8. 4 Writing: WBL. 6-8. 1; WBL. 6-8. 2; WBL. 6-8. 3	Beginner High Listening: LBH. 6-8.1; LBH. 6-8. 2; LBH. 6-8. 3; LBH. 6-8. 4 Speaking: SBH. 6-8. 1; SBH. 6-8. 2; SBH. 6-8. 3 Reading: RBH. 6-8. 1; RBH. 6-8. 2; RBH. 6-8. 3; RBH. 6-8. 4 Writing: WBH. 6-8. 1; WBH. 6-8. 2

GLEs (appropriate to language proficiency level)	Learning Activities (accessing prior knowledge, building background, vocabulary development)	Formative Assessment
Newcomer/Beginner Low/Beginner High Reading R [3] 1.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions. R [3] 1.4.1 Retell or dramatize a story after reading it. R [3] 1.5.1 Identifying the main idea or central concept in various types of texts R [3] 1.8.1 Identifying or describing problem and solution, main characters and setting in fiction. R [3] 1.4.4 Students will retell or respond to a story through writing, drama, art, music and other age-appropriate methods. Writing W [3] 1.1.1 Writing complete sentences with a subject and a predicate W [3] 1.1.5 Student will develop strategies to plan for writing (webbing, drawing, lists). (ASD) W [3] 1.2.2 Using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry) L W [3] 1.3 a. Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work. E.A.2 b. Proofread writing for legibility, spelling, capitalization, and punctuation when producing final drafts. E.A.5	Newcomer/Beginner Low/Beginner High <ul style="list-style-type: none"> • K.I.M. – Pictograph • Think Pair Share • KWL chart • Charades • Fast Write • Get Down With Words • Journal • Vocabulary mapping • Listening center/Audio tape books • Character Trait diagram • Reader’s Theatre • Pre-writing activities: timeline, Venn diagram, web, organization (e.g. Six Traits of Writing/Step Up to Writing) • Group discussion 	Newcomer/Beginner Low/Beginner High <ul style="list-style-type: none"> • Thumbs up, thumbs down • Individual white boards to draw pictures of vocabulary words/phrases • One to one conference • Exit slip • Informal Reading Inventory with students • One sentence summary • Reader’s Theatre production • Vocabulary quizzes • Grammar quizzes • Editing quizzes • Spelling quizzes

<p>Alaska ELP Standards</p> <p>Intermediate Low</p> <p>Listening: LIL. 6-8. 1; LIL. 6-8. 2; LIL. 6-8. 3; LIL. 6-8. 4 Speaking: SIL. 6-8. 1; SIL. 6-8. 2; SIL. 6-8. 3; SIL. 6-8. 4; Reading: RIL. 6-8. 1; RIL. 6-8. 2; RIL. 6-8. 3 Writing: WIL. 6-8. 1; WIL. 6-8. 2; WIL. 6-8. 3; WIL. 6-8. 4</p>

GLEs (appropriate to language proficiency level)	Learning Activities (accessing prior knowledge, building background, vocabulary development)	Formative Assessment
<p>Intermediate</p> <p>Reading R [3] 1.2.5 Students will use a variety of comprehension strategies with increasing proficiency and confidence while reading age-appropriate materials independently. *Before reading: preview text and pictures; link to prior knowledge; set purposes. R [3] 1.4.4 Students will retell or respond to a story through writing, drama, art, music and other age-appropriate methods. R [4] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions. R [4] 2.4.1 Retelling a story in correct sequence or identifying the correct sequence of events in a story.</p> <p>Writing W [4] 1.3 a. Use a variety of simple sentence structures, band basic rules of punctuation and capitalization in written work. b. Proofread writing for legibility, spelling, capitalization, and punctuation when producing final drafts. W [4] 2.3 a. Use a variety of simple and complex sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work. b. Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling and usage in finished written work.</p>	<p>Intermediate</p> <ul style="list-style-type: none"> • Think Pair Share • Fast Write • KWL • T-Chart notes • Charades • Journal entries – Through the perspective of the main character in <i>Wringer</i>. • Sentence Sequencing • 5W's (Who, What, When, Where, Why) • Socratic Seminar • Pre-writing activities: timeline, Venn diagram, web, organization (e.g. Six Traits of Writing/Step Up to Writing) • Reader's Theatre 	<p>Intermediate</p> <ul style="list-style-type: none"> • Written response in a paragraph form • Informal Reading Inventory with students of concern • Socratic Seminar • One to one conference • Exit slip • Informal Reading Inventory with students • One sentence summary • Reader's Theatre production • Vocabulary quizzes • Grammar quizzes • Editing quizzes • Spelling quizzes • Reader's Theatre production

<p>Alaska ELP Standards Intermediate High/Advanced</p> <p>Listening: LIH. 6-8. 1; LIH. 6-8. 2; LIH. 6-8. 3; LIH. 6-8. 4 Speaking: SIH. 6-8. 1; SIH. 6-8. 2; SIH. 6-8. 3 Reading: RIH. 6-8. 1; RIH. 6-8. 2; RIH. 6-8. 3 Writing: WIH. 6-8. 1; WIH. 6-8. 2; WIH. 6-8. 3</p>
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GLEs (appropriate to language proficiency level)	Learning Activities (accessing prior knowledge, building background, vocabulary development)	Formative Assessment
<p>Intermediate High/Advanced</p> <p>Reading R [3] 1.2.5 Students will use a variety of comprehension strategies with increasing proficiency and confidence while reading age-appropriate materials independently. *Before reading: preview text and pictures; link to prior knowledge; set purposes. R [3] 1.4.4 Students will retell or respond to a story through writing, drama, art, music and other age-appropriate methods. R [5] 2.4.1 Restating and summarizing main ideas or events in correct sequence after reading a text (e.g. paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events. R [5] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions.</p> <p>Writing W [6] 1.3 a. Use a variety of simple sentence structures, band basic rules of punctuation and capitalization in written work. b. Proofread writing for legibility, spelling, capitalization, and punctuation when producing final drafts. W [6] 2.3 a. Use a variety of simple and complex sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work. b. Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling and usage in finished written work.</p>	<p>Intermediate High/Advanced</p> <ul style="list-style-type: none"> • KWL • Sentence sequencing • Think Pair Share • Charades • T-Chart notes • Journal entries – through the perspective of the main character in <i>Wringer</i>. • Peer Editing • Pre-writing activities: timeline, Venn diagram, web, organization (e.g. Six Traits of Writing/Step Up to Writing) • Reader’s Theatre • Socratic Seminar 	<p>Intermediate High/Advanced</p> <ul style="list-style-type: none"> • One to one conference • Exit slip • Informal Reading Inventory with students • One sentence summary • Reader’s Theatre production • Vocabulary quizzes • Grammar quizzes • Editing quizzes • Spelling quizzes • Reader’s Theatre production • Socratic Seminar

INTEGRATED CULMINATING PROJECT

GRASPS (Mainstream 6th Grade)	ELL Adaptations	GRASPS (ELL)
<p><i>The students in our sixth grade class are smart in many ways. In an effort to share “smartness” they will be asked to participate in a team poster project to help others understand strategies for thinking and making good choices.</i></p> <p>Goal: Visually depict the ACTIVE reading strategies Role: students depicting ACTIVE strategies Audience: Peer -Cooperative group, class Product/Performance: Team Poster</p>	<p>Monolingual Draw pictures of the ACTIVE strategies with captions in the first language</p> <p>Beginning Think/Pair/Share to create class posters depicting students using the ACTIVE strategies to make good choices.</p> <p>Intermediate Think/Pair/Share then split into small groups to create projects depicting students using the ACTIVE strategies to make good choices.</p>	<p>G: To help a friend who is being bullied. R: A concerned friend. A: The bullied friend. S: Teacher provided bullying situation <u>or</u> a personal experience related to bullying. P: Personal letter S: Teacher created rubric</p>
<p>Goal: To inform Role: Immigrant Audience: Friend or family member in former country Situation: Describing journey and life experiences in a new setting Product/Performance: A letter or picture postcard describing your experiences.</p>	<p>Monolingual Students will discuss how they came to the U.S. and write a letter to someone they know in their home country in their first language.</p> <p>Beginning <u>Product/Performance:</u> Students will discuss their experiences and write a letter to someone they know in their home country in English and their first language if needed.</p> <p>Intermediate/Advanced <u>Product/Performance:</u> Students will compose a friendly letter as though writing to a friend or relative in the country they just arrived from. <u>Standard:</u> Teacher created rubric</p>	
		<p>Other possible topics for ELL Grasps: <u>How were immigrants treated?</u></p> <ul style="list-style-type: none"> • Good vs. bad experiences • Personal/ family information/ narratives • Diary of an immigrant in ___ (year) • Country information posters • Conduct a mock community council meeting in your classroom on an issue that concerns your neighborhood. • Assume the role of someone/something on the boat to Ellis Island (or Angle Island on the West Coast). Create diary entries from your perspective.

<p>6th Grade ELL LA Curriculum Semester 1 Unit 2</p>	<p>Accepting Change</p>
<p>Enduring Understanding:</p> <p>The past influences and shapes the future.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do personal struggles make us stronger? • How do possibilities become reality?
<p>Language Arts Focus: Reading: Historical Fiction, Poetry Writing: Comparison-Contrast Essay Grammar: Verbs, Adjectives, Adverbs Vocabulary: Modified to fit language level</p>	<p>Social Studies Focus World War I Between the World Wars</p>

<p>Alaska ELP Standards</p>	
<p>Beginner Low</p> <p>Listening: LBL. 6-8. 1; LBL. 6-8; LBL. 6-8. 3; LBL. 6-8. 4 Speaking: SBL. 6-8. 1; SBL. 6-8. 2; SBL. 6-8. 3 Reading: RBL. 6-8. 1; RBL. 6-8. 2; RBL. 6-8. 3; RBL. 6-8. 4 Writing: WBL. 6-8. 1; WBL. 6-8. 2; WBL. 6-8. 3</p>	<p>Beginner High</p> <p>Listening: LBH. 6-8.1; LBH. 6-8. 2; LBH 6-8. 3; LBH 6-8. 4 Speaking; SBH. 6-8. 1; SBH. 6-8. 2; SBH. 6-8. 3 Reading: RBH. 6-8. 1; RBH. 6-8. 2; RBH. 6-8. 3; RBH. 6-8. 4 Writing: WBH. 6-8. 1; WBH. 6-8. 2</p>

<p>GLEs (appropriate to language proficiency level)</p>	<p>Learning Activities (accessing prior knowledge, building background, vocabulary development)</p>	<p>Formative Assessment</p>
<p>Newcomer/Beginner Low/Beginner High</p> <p>The student comprehends literal or inferred meaning from text by R [3] 1.5.1 Identifying the main idea or central concept in various types of texts. R [3] 1.7.1 Distinguishing between fiction/nonfiction, prose/poetry, short story/drama R [4] 2.1.9 Student will use a variety of reading strategies to comprehend informational text (e.g., skimming, scanning, and locating specific information to support opinion.)*ASD R [6] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions.</p> <p>Writing The student writes about a topic by W [6] 1.1.a Writing complete sentences with a subject and predicate. W [3] 2.1.1 Writing a paragraph that maintains a focused idea and includes details that support the main idea W [4] 2.1.1 Writing a paragraph that maintains a focused idea and includes details that support the main idea. W [4] 2.1.2 Organizing ideas logically.</p>	<p>Newcomer/Beginner Low/Beginner High</p> <ul style="list-style-type: none"> • K.I.M. – Pictograph • Charades • Fast Write • Journal – From the point of view of an historical character. • Think Pair Share • KWL chart • Vocabulary mapping • Listening center/audio tape books • Character trait diagram • Reader’s Theatre • Pre-writing activities: timeline, Venn diagram, web, organization (e.g. Six Traits of Writing/Step Up to Writing) • Group discussion • Total Physical Response activities (TPR) 	<p>Newcomer/Beginner Low/Beginner High</p> <ul style="list-style-type: none"> • Thumbs up, thumbs down • Individual white boards to draw pictures of vocabulary words/phrases • One to one conference • Group discussion • Exit slip • Informal Reading Inventory with students • One line summary • Reader’s Theatre production • Vocabulary quizzes • Grammar quizzes • Editing quizzes • Spelling quizzes

<p>Alaska ELP Standards</p> <p>Intermediate Low</p> <p>Listening: LIL. 6-8. 1; LIL. 6-8. 2; LIL. 6-8. 3; LIL. 6-8. 4 Speaking: SIL. 6-8. 1; SIL. 6-8. 2; SIL. 6-8. 3; SIL. 6-8. 4; Reading: RIL. 6-8. 1; RIL. 6-8. 2; RIL. 6-8. 3 Writing: WIL. 6-8. 1; WIL. 6-8. 2; WIL. 6-8. 3; WIL. 6-8. 4</p>

GLEs (appropriate to language proficiency level)	Learning Activities (accessing prior knowledge, building background, vocabulary development)	Formative Assessment
<p>Intermediate</p> <p>Reading R [3] 1.2.5 Students will use a variety of comprehension strategies with increasing proficiency and confidence while reading age-appropriate materials independently. *Before reading: preview text and pictures; link to prior knowledge; set purposes. *During reading: tell story in own words; monitor comprehension; integrate ideas; adjust purposes. After reading: summarize text; evaluate, and apply ideas. R [5] 2.1.5 Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace, rereading difficult or relevant material)* ASD R [4] 2.4.2 Restating and summarizing information after reading a text or identifying accurate restatements and summaries R [6] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details. R [5] 2.7.5 Students will compare and contrast the language, structure and characteristics of fiction/non-fiction; poetry/prose.</p> <p>Writing W [5] 2.1.1 Writing more than one paragraph that states and maintains a focused idea and includes details that support the main idea of each paragraph. W [6] 2.1.3 Organizing ideas logically to establish clear relationships within and between paragraphs (e.g. using transition words or phrases that reveal order or chronology, comparison/contrast). W [5] 2.1.6 Student will develop strategies to plan for writing. (webbing, drawing, lists, outlines).</p>	<p>Intermediate</p> <ul style="list-style-type: none"> • Think Pair Share • Fast Write • KWL • T-Chart • Charades • Journal– from the point of view of an historical character. • Sentence sequencing • Rally Robin (Writing) • Character trait diagram • Reader’s Theatre • Pre-writing activities: timeline, Venn diagram, web, organization (e.g. Six Traits of Writing/Step Up to Writing) • Group discussion • Socratic Seminar 	<p>Intermediate</p> <ul style="list-style-type: none"> • Written response in a paragraph • Socratic Seminar • Informal Reading Inventory with students of concern • One to one conference • Group discussion • Exit slip • One line summary • Reader’s Theatre production • Vocabulary quizzes • Grammar quizzes • Editing quizzes • Spelling quizzes

<p>Alaska ELP Standards Intermediate High/Advanced</p> <p>Listening: LIH. 6-8. 1; LIH. 6-8. 2; LIH. 6-8. 3; LIH. 6-8. 4 Speaking: SIH. 6-8. 1; SIH. 6-8. 2; SIH. 6-8. 3 Reading: RIH. 6-8. 1; RIH. 6-8. 2; RIH. 6-8. 3 Writing: WIH. 6-8. 1; WIH. 6-8. 2; WIH. 6-8. 3</p>
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GLEs (appropriate to language proficiency level)	Learning Activities (accessing prior knowledge, building background, vocabulary development)	Formative Assessment
<p>Intermediate High/Advanced</p> <p>R [3] 1.2.5 Students will use a variety of comprehension strategies with increasing proficiency and confidence while reading age-appropriate materials independently. *Before reading: preview text and pictures; link to prior knowledge; set purposes. *During reading: tell story in own words; monitor comprehension; integrate ideas; adjust purposes. After reading: summarize text; evaluate, and apply ideas.</p> <p>R [6] 2.1.5 Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace, rereading difficult or relevant material)* ASD</p> <p>R [6] 2.4.1 Restating and summarizing information after reading a text or identifying accurate restatements and summaries (e.g. paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events</p> <p>R [6] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details.*</p> <p>R [6] 2.7.5 Students will compare and contrast the language, structure and characteristics of fiction/non-fiction; poetry/prose.</p> <p>Writing</p> <p>W [6] 2.1.1 Writing a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook), maintaining a focused idea and including supporting details.</p> <p>W [6] 2.1.3 Organizing ideas logically to establish clear relationships within and between paragraphs (e.g. using transition words or phrases that reveal order or chronology, comparison/contrast).</p> <p>W [6] 2.1.6 Student will develop strategies to plan for writing. (webbing, drawing, lists, outlines).</p>	<p>Intermediate High/Advanced</p> <ul style="list-style-type: none"> • Sentence sequencing • Charades • T-Chart • Think Pair Share • Fast Write • KWL • Journal– from the point of view of an historical character. • Rally Robin (Writing) • Character Trait diagram • Reader’s Theatre • Pre-writing activities: timeline, Venn diagram, web, organization (e.g. Six Traits of Writing/Step Up to Writing) • Group discussion • Socratic Seminar 	<p>Intermediate High/Advanced</p> <ul style="list-style-type: none"> • Written response in a paragraph • Socratic Seminar • Informal Reading Inventory with students of concern • One to one conference • Group discussion • Exit slip • One line summary • Reader’s Theatre production • Vocabulary quizzes • Grammar quizzes • Editing quizzes • Spelling quizzes

INTEGRATED CULMINATING PROJECT

GRASPS (Mainstream 6th grade)	ELL Adaptations	GRASPS (ELL)
<p><i>One to two page research paper on topic of interest from Roaring 20s or Turbulent 30s (coordinate with Social Studies teacher)</i></p> <ul style="list-style-type: none"> - <i>Women’s Suffrage</i> - <i>Child Labor</i> - <i>William Vanderbilt</i> - <i>Monopolies</i> - <i>Inventions</i> - <i>Populist Party</i> - <i>Farming</i> - <i>Journalism</i> - <i>National Parks</i> - <i>Statue of Liberty</i> <p><i>Outline of information to be covered in research paper.</i> <i>Character sketch – Create a fictional character from this era</i></p>	<p>Newcomer – Focus on the sketch of the selected character. Student will add descriptions in English and/or first language</p> <p>Beginning – One paragraph</p> <p>Intermediate/Advanced - As assigned – tailored to ability level</p>	<p>Goal- Compare/Contrast the 1920s-1930s with today Role- A person celebrating his/her 100th birthday Audience- Newspaper readers Situation- To celebrate your 100th birthday, the local newspaper has asked you to compare/contrast the world you remember from your childhood (1920s-1930s) with the world today. Product- Compare and contrast graphic organizer (for beginners), Compare and contrast paragraph (for intermediate), Compare and contrast essay, with or without oral “interview” (for advanced) Standard- Rubric based on 6-Traits (for writing), other rubrics for graphic organizer and/or oral components</p> <p><i>Note:</i> A book that could be used as a read-aloud for 6th graders is <u>“Having our Way: The Delaney Sisters’ first 100 years”</u> for this topic - Or at least excerpted for discussion.</p>
	<p><u>Other possible topics for ELL Grasps:</u></p> <p><u>Technology development</u></p> <ul style="list-style-type: none"> • Positives vs. negatives over 100 years • Has this changed family roles/expectations? How? 	

6th Grade ELL LA Curriculum Semester 2 Unit 3	
Enduring Understanding: Every person can make a difference.	Essential Questions: <ul style="list-style-type: none"> • How do we have a positive impact on the world? • How can one person affect a group • How does peer pressure impact individuals and groups?
Language Arts Focus: Reading: Character and Point of View Writing: Research Report Grammar: Prepositions, Conjunctions, Interjections, Subject-Verb Agreement Vocabulary: Modified to fit language level	Social Studies Focus: World War II Cold War Era

Alaska ELP Standards	
Beginner Low	Beginner High
Listening: LBL. 6-8.1; LBL. 6-8.2; LBL. 6-8.3; LBL. 6-8.4 Speaking: SBL.6-8.1; SBL.6-8.2; SBL.6-8.3 Reading: RBL.6-8.1; RBL. 6-8.2; RBL.6-8. 3; RBL. 6-8.4 Writing: WBL.6-8.1; WBL.6-8. 2; WBL.6-8. 3	Listening: LBH.6-8.1; LBH. 6-8.2; LBH 6-8.3; LBH 6-8.4 Speaking: SBH. 6-8.1; SBH. 6-8.2; SBH.6-8.3 Reading: RBH. 6-8.1; RBH. 6-8.2; RBH.6-8.3; RBH. 6-8.4 Writing: WBH.6-8.1; WBH.6-8.2

GLEs (appropriate to language proficiency level)	Learning Activities (accessing prior knowledge, building background, vocabulary development)	Formative Assessment
Newcomer/Beginner Low/Beginner High <u>Reading</u> R [3] 1.1.7 Students will continue to expand sight word vocabulary. (ASD) R [3] 1.11.1* Identify cultural influences in text (e.g., dialects, customs, traditions). R [4] 2.7 Explain the characteristics of the following: fiction and nonfiction, prose and poetry and four major genres of fiction: short story, drama, novel, and poetry. (2.7.1; 2.7.2) <u>Writing</u> W [3] 1.2. Write for a specific audience, including self, other children, parents, and other adults. (1.2.3; 1.2.4; 1.2.5; 1.2.6) W [3] 1.3 Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written works b. Proof read writing for legibility, spelling, capitalization, a punctuation when producing final drafts. (1.3.1; 1.3.3)	Newcomer/Beginner Low/Beginner High <ul style="list-style-type: none"> • Total Physical Response for vocabulary • K.I.M. – Pictograph • Partner/group share • Think Pair Share • Charades • Fast Write • Get Down With Words (spelling techniques) • Character trait diagram • Reader’s Theatre • Pre-writing activities: timeline, Venn diagram, web, organization (e.g. Six Traits of Writing/Step Up to Writing) • Journal – From the point of view of a character. 	Newcomer/Beginner Low/Beginner High <ul style="list-style-type: none"> • Thumbs up, thumbs down • Individual white boards to draw pictures of vocabulary words/phrases • One to one conference • Group discussion • Exit slip • Informal Reading Inventory with students • One line summary • Vocabulary quizzes • Grammar quizzes • Editing quizzes • Spelling quizzes • Readers’ Theater Production

<p>Alaska ELP Standards</p> <p>Intermediate Low</p> <p>Listening: LIL. 6-8. 1; LIL. 6-8. 2; LIL. 6-8. 3; LIL. 6-8. 4 Speaking: SIL. 6-8. 1; SIL. 6-8. 2; SIL. 6-8. 3; SIL. 6-8. 4; Reading: RIL. 6-8. 1; RIL. 6-8. 2; RIL. 6-8. 3 Writing: WIL. 6-8. 1; WIL. 6-8. 2; WIL. 6-8. 3; WIL. 6-8. 4</p>

GLEs (appropriate to language proficiency level)	Learning Activities (accessing prior knowledge, building background, vocabulary development)	Formative Assessment
<p>Intermediate</p> <p>Reading R [5] 2.1.a Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structure such as illustrations; graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based of purpose, task and type of text. b. Use knowledge of word families, phonetics, context cues, visual cues, and structural elements to determine meaning of unfamiliar words. R [4] 2.3.1* Read aloud with rhythm, flow, expression, attention to punctuation and other conventions of print. R [5] 2.7 Explain the characteristics of the following: fiction and nonfiction, prose and poetry and four major genres of fiction: short story, drama, novel, and poetry. (2.7.1; 2.7.2; 2.7.3) R [5] 2.8.a. Define and identify plot, settings, and character in fiction. b. Compare and contrast plots, settings, and characters in a variety of works by a variety of authors. (2.8.1, 2.8.2) R [6] 2.11.1* Compare and contrast cultural events, ideas, settings, and influences in one story or text to similar stories or texts from other cultures (e.g., coming-of-age stories)</p> <p>Writing W [5] 2.2 Use a variety of fiction and nonfiction forms when writing for different audiences. (2.2.2, 2.2.4, 2.2.5, 2.2.6) W [5] 2.3a. Use a variety of simple and complex sentence structures in written work. b. Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work. (2.3.1, 2.3.2, 2.3.3, 2.3.4)</p>	<p>Intermediate</p> <ul style="list-style-type: none"> • Think Pair Share • Fast Write • KWL • Get Down with Words (spelling techniques) • T-Chart/2 Column Notes • Charades • Sentence Sequencing • Rally Robin (Writing) • Character trait diagram • Reader’s Theatre • Pre-writing activities: timeline, Venn diagram, web, organization (e.g. Six Traits of Writing/Step Up to Writing) • Journal – From the point of view of a character. 	<p>Intermediate</p> <ul style="list-style-type: none"> • Written response in a paragraph • Socratic Seminar • Informal Reading Inventory with students of concern • Vocabulary quizzes • Grammar quizzes • Editing quizzes • Spelling quizzes • Readers’ Theater Production • Exit Slip • One line summary • Group Discussion

<p>Alaska ELP Standards</p> <p>Intermediate High/Advanced</p> <p>Listening: LIH. 6-8. 1; LIH. 6-8. 2; LIH. 6-8. 3; LIH. 6-8. 4 Speaking: SIH. 6-8. 1; SIH. 6-8. 2; SIH. 6-8. 3 Reading: RIH. 6-8. 1; RIH. 6-8. 2; RIH. 6-8. 3 Writing: WIH. 6-8. 1; WIH. 6-8. 2; WIH. 6-8. 3</p>
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GLEs (appropriate to language proficiency level)	Learning Activities (accessing prior knowledge, building background, vocabulary development)	Formative Assessment
<p>Intermediate High/Advanced</p> <p>Reading R [6] 2.1.a. Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-Monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text. b. Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.E.B.1 (2.1.1, 2.1.2, 2.1.4, 2.1.5; ASD -2.1.6, 2.1.7, 2.1.8, 2.1.10) R [6] 2.2 Infer meaning from text. E.B.1 R [6] 2.3 Read texts aloud with rhythm, flow and expression, demonstrating knowledge of punctuation and other conventions of print. R [6] 2.4.a. Retell stories in correct sequence b. Restate and summarize information or ideas from a text. (2.4.1) R [6] 2.7 Explain the characteristics of the following: fiction and non-fiction, prose and poetry, and four major genres of fiction: short story, drama, novel and poetry. (2.7.1, 2.7.2, 2.7.3; ASD -2.7.5) R [6] 2.8.a Define and identify plots, settings, and character in fiction. b. Comprehend contrast plots, settings and characters in a variety of works by a R [6] 2.9.a. Differentiate between fact and opinion. (2.9.3) R [6] 2.9.b. Express opinions about a text and support these opinions with textual evidence.E.D.2 (2.9.3) R [6] 2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.E.B.3 R [6] 2.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. E.E.1</p> <p>Writing W [6] 2.1 Write a well-organized two-paragraph composition that addresses a single topic (2.1.2, 2.1.4, ASD-2.1.6) W [6] 2.2 Uses a variety of fiction and non-fiction forms when writing for different audiences. (2.2.1, 2.2.3) W [6] 2.3.a Use a variety of simple and complex sentences structures in written work. W [6] 2.3.b Proof read and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work. W [6] 2.4.b Revise own and others work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. W [6] 2.5 Give credit for others’ ideas, images, and information by citing information about sources, including title and author. W [6] 2.6 Use resources such as computers, word processing software, dictionaries and thesauruses to make choices when writing.</p>	<p>Intermediate High/Advanced</p> <ul style="list-style-type: none"> • Think Pair Share • Anecdotal notes • Fast Write • KWL • Get Down with Words (spelling techniques) • T-Chart/2 Column Notes • Charades • Sentence Sequencing • Rally Robin (Writing) • Character trait diagram • Reader’s Theatre • Pre-writing activities: timeline, Venn diagram, web, organization (e.g. Six Traits of Writing/Step Up to Writing) • Journal – From the point of view of a character. • Sentence Sequencing • Paragraph Organization Strategies 	<p>Intermediate High/Advanced</p> <ul style="list-style-type: none"> • Written response in a paragraph • Socratic Seminar • Informal Reading Inventory with students of concern • Vocabulary quizzes • Grammar quizzes • Editing quizzes • Spelling quizzes • Readers’ Theater Production • Exit Slip • One line summary • Group Discussion

INTEGRATED CULMINATING PROJECT

GRASPS (Mainstream 6th Grade)	ELL Adaptations	GRASPS (ELL)
<p>GRASPS <i>One to two page research paper on topic of interest from World War II or Cold War Era (coordinate with Social Studies teacher)</i></p> <ul style="list-style-type: none"> • Holocaust • Iwo Jima • Normandy • Anne Frank • Hiroshima • Nagasaki • Atomic Bomb • Pearl Harbor • United Nations • NATO • Arms Race • Sputnik • Berlin Wall <p><i>Outline of information to be covered in research paper.</i></p> <p><i>Character sketch – Create a fictional character from this era.</i></p>	<p>Suggested Adaptations:</p> <ul style="list-style-type: none"> • Use of graphic organizers to take notes, organize information, and plan writing. • <u>Beginner/Low Intermediate</u> – Write one paragraph <p><u>Other possible topics for Grasp:</u></p> <p><u>Technology development</u></p> <ul style="list-style-type: none"> • Positives vs. negatives over 100 years • Has this changed family roles/expectations? How? <p><u>Core Literature Character</u></p> <ul style="list-style-type: none"> • Create and perform a Readers’ Theater script telling a story from the character’s perspective • Newcomer – Focus on the sketch of the character. Student will add descriptions in English and/or first language <ul style="list-style-type: none"> • Helping vs. not helping Danish Jewish people • Debate or information poster • Propaganda poster – US or Germany • For war/ women working/gardens 	<p><u>Monolingual/Beginning</u> Goal: To inform Role: Researcher Audience: Peers, parents, teacher Situation: Museum Walk regarding one of the WWII topics. Product/Performance: The display should reflect the student’s ability level. Standards: Teacher created rubric</p> <p><u>Intermediate</u> Goal: To inform Role: Researcher Audience: Peers, parents, teacher Situation: Museum Walk regarding one of the WWII topics. Product/Performance: Students will create a visual display of artifacts in a graphically appealing format. Standards: Teacher created rubric</p> <p><u>Advanced</u> In addition to the Intermediate GRASP, students will: Goal: To inform Role: Museum Curator (or Creator) for WWII theme. Audience: Teacher, principal, peers, parents Situation: Preparing for the Museum Walk Product/Performance: Students will create a 1-2 page research paper to accompany the visual display used for the Museum Walk. Students will study aspects of display and presentation for the specific effects and presentation aspects. Standards: Teacher created rubric</p>

6th Grade ELL LA Curriculum Semester 2 Unit 4	
Enduring Understanding: Our words and actions have the power to affect the world.	Essential Questions: <ul style="list-style-type: none"> • How hard is it to change your way of thinking? • What lessons can we learn from history?
Language Arts Focus: Reading: Biography and Autobiography Writing: Persuasive Essay Grammar: Capitalization, Punctuation Vocabulary: Modified to fit language level	Social Studies Focus: Civil Rights End of 20 th Century/Contemporary Issues

Alaska ELP Standards	
Beginner Low Listening: LBL.6-8.1; LBL. 6-8.2; LBL. 6-8. 3; LBL. 6-8.4 Speaking: SBL.6-8.1; SBL.6-8.2; SBL.6-8.3 Reading: RBL.6-8.1; RBL.6-8.2; RBL.6-8.3; RBL.6-8.4 Writing: WBL.6-8.1; WBL.6-8.2; WBL.6-8.3	Beginner High Listening: LBH.6-8.1; LBH.6-8.2; LBH.6-8.3; LBH.6-8.4 Speaking: SBH.6-8.1; SBH.6-8.2; SBH.6-8.3 Reading: RBH.6-8.1; RBH.6-8.2; RBH.6-8.3; RBH.6-8.4 Writing: WBH.6-8.1; WBH.6-8.2

GLEs (appropriate to language proficiency level)	Learning Activities (accessing prior knowledge, building background, vocabulary development)	Formative Assessment
<p>Newcomer/Beginner Low/Beginner High</p> <p>Reading R [4] 2.2 Infer meaning from text. (2.2.1; 2.2.3; 2.2.4) The student restates/summarizes information. R [4] 2.4 a. Retell stories in correct sequence. (2.4.1) R [4] 2.4.b. Restate and summarize information or ideas from a text. (2.4.2) R [4] 2.10 Identify themes in context and connect them to personal experiences, experiences of others, and other texts. (2.10.2) R [4] 2.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. (2.11.1; 2.11.2)</p> <p>Writing W [3] 1.2 Write for a specific audience, including self, other children, parents and other adults. (1.2.1, 1.2.2) W [4] 2.1a. Write complete sentences with a subject and predicate. W [4] 2.1.b. Writing a paragraph on a single topic with two or more supporting details. W [4] 2.1.c. Writing a story with a beginning, middle, and end.</p>	<p>Newcomer/Beginner Low/Beginner High</p> <ul style="list-style-type: none"> • Total Physical Response for vocabulary • K.I.M. – Pictograph • Partner/group share • Think Pair Share • Charades • Fast Write • Get Down With Words (spelling techniques) • Venn diagram • Reader’s Theatre • Pre-writing activities: timeline, Venn diagram, web, organization (e.g. Six Traits of Writing/Step Up to Writing) • Journal • Comic Strip with captions to tell about person’s life 	<p>Newcomer/Beginner Low/Beginner High</p> <ul style="list-style-type: none"> • Thumbs up, thumbs down • Individual white boards to draw pictures of vocabulary words/phrases • One to one conference • Group discussion • Monolingual strategies plus: • Exit slip • Informal Reading Inventory with students • One line summary • Vocabulary quizzes • Grammar quizzes • Editing quizzes • Spelling quizzes • Readers’ Theater Production

<p>Alaska ELP Standards</p> <p>Intermediate Low</p> <p>Listening: LIL. 6-8. 1; LIL. 6-8. 2; LIL. 6-8. 3; LIL. 6-8. 4 Speaking: SIL. 6-8. 1; SIL. 6-8. 2; SIL. 6-8. 3; SIL. 6-8. 4; Reading: RIL. 6-8. 1; RIL. 6-8. 2; RIL. 6-8. 3 Writing: WIL. 6-8. 1; WIL. 6-8. 2; WIL. 6-8. 3; WIL. 6-8. 4</p>

GLEs (appropriate to language proficiency level)	Learning Activities (accessing prior knowledge, building background, vocabulary development)	Formative Assessment
<p>Intermediate</p> <p>Reading R [5] 2.2 Infers meaning from text (2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6) R [4] 2.4.2 Restating and summarizing information after reading a text or identifying accurate restatements and summaries. R [5] 2.8a Define and identify plots, settings and characters in fiction. (2.8.1, 2.8.2) R [5] 2.8b Compare and contrast plots, settings, and characters in fiction (2.8.1, 2.8.2) R [5] 2.10 Identify themes in context and connect them to personal experiences, experiences of others, and other texts. R [6] 2.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures.</p> <p>Writing W [5] 2.1 Write a well-organized two-paragraph composition that addresses a single topic. (2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6) W [5] 2.2 Use a variety of fiction and non-fiction forms when writing for different audiences (2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6) W [5] 2.3a Use a variety of simple and complex sentence structures in written work (2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6) W [5] 2.3b Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work. (2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6) W [5] 2.4a Revise writing to improve the logical progression of ideas and supporting information. (2.4.1, 2.4.2, 2.4.3, 2.4.4) W [5] 2.4b Revise own and others' work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. (2.4.1, 2.4.2, 2.4.3, 2.4.4)</p>	<p>Intermediate</p> <ul style="list-style-type: none"> • Think Pair Share • Fast Write • KWL • Get Down with Words (spelling techniques) • T-Chart/2 Column Notes • Charades • Sentence Sequencing • Rally Robin (Writing) • Character trait diagram • Reader's Theatre • Pre-writing activities: timeline, Venn diagram, web, organization (e.g. Six Traits of Writing/Step Up to Writing) • Journal - autobiographical or biographical • Timeline –autobiographical or biographical • Graphic organizers for prediction/note taking/order of events 	<p>Intermediate</p> <ul style="list-style-type: none"> • Written response in a paragraph • Socratic Seminar • Informal Reading Inventory with students of concern • Vocabulary quizzes • Grammar quizzes • Editing quizzes • Spelling quizzes • Readers' Theater Production • Exit Slip • One line summary • Group Discussion • Identify major turning points in a biography/autobiography

<p>Alaska ELP Standards</p> <p>Intermediate High/Advanced</p> <p>Listening: LIH. 6-8. 1; LIH. 6-8. 2; LIH. 6-8. 3; LIH. 6-8. 4 Speaking: SIH. 6-8. 1; SIH. 6-8. 2; SIH. 6-8. 3 Reading: RIH. 6-8. 1; RIH. 6-8. 2; RIH. 6-8. 3 Writing: WIH. 6-8. 1; WIH. 6-8. 2; WIH. 6-8. 3</p>
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GLEs (appropriate to language proficiency level)	Learning Activities (accessing prior knowledge, building background, vocabulary development)	Formative Assessment
<p>Intermediate High/Advanced</p> <p>Reading</p> <p>R [6] 2.1.a. Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text. (2.1.1, 2.1.2, 2.1.4, 2.1.5; 2.1.6, 2.1.7, 2.1.8,2.1.10)</p> <p>R [6] 2.1.b. Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words. (2.1.1, 2.1.2, 2.1.4, 2.1.5; 2.1.6, 2.1.7, 2.1.8, 2.1.10)</p> <p>R [6] 2.2 Infer meaning from text.</p> <p>R [6] 2.3 Read texts aloud with rhythm, flow and expression, demonstrating knowledge of punctuation and other conventions of print.</p> <p>R [6] 2.4.b. Restate and summarize information or idea from a text.</p> <p>R [6] 2.5 Locate evidence in text and from related experience to support understanding of a main idea. (2.5.1, 2.5.2, 2.5.3; 2.5.4)</p> <p>R [6] 2.8.b. Compare and contrast plots, settings and characters in a variety of works by a variety of authors (2.8.1, 2.8.2)</p> <p>R [6] 2.9.a. Differentiate between fact and opinion. (2.9.3)</p> <p>R [6] 2.9.b. Express opinions about a text and support these opinions with textual evidence. (2.9.3)</p> <p>R [6] 2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.</p> <p>R [6] 2.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures.</p> <p>Writing</p> <p>W [6] 2.1 Write a well-organized two-paragraph composition that addresses a single topic. (2.1.2, 2.1.4, 2.1.6)</p> <p>W [6] 2.3.a. Use a variety of simple and complex sentence structures in written work.</p> <p>W [6] 2.3.b. Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work.</p> <p>W [6] 2.4.a. Revise writing to improve the logical progression of ideas and supporting information.</p> <p>W [6] 2.4.b. Revise own and others’ work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing.</p> <p>W [6] 2.6 Use resources such as computers, word processing software, dictionaries and thesauruses to make choices when writing. (2.6.1, 2.6.3)</p>	<p>Intermediate High/Advanced</p> <ul style="list-style-type: none"> • Think Pair Share • Fast Write • KWL • Get Down with Words (spelling techniques) • T-Chart/2 Column Notes • Charades • Sentence Sequencing • Rally Robin (Writing) • Character trait diagram • Reader’s Theatre • Pre-writing activities: timeline, Venn diagram, web, organization (e.g. Six Traits of Writing/Step Up to Writing) • Journal - autobiographical or biographical • Timeline –autobiographical or biographical • Graphic organizers for prediction/note taking/order of events 	<p>Intermediate High/Advanced</p> <ul style="list-style-type: none"> • Written response in a paragraph • Socratic Seminar • Informal Reading Inventory with students of concern • Vocabulary quizzes • Grammar quizzes • Editing quizzes • Spelling quizzes • Readers’ Theater Production • Exit Slip • One line summary • Group Discussion • Identify major turning points in a biography/autobiography

ELL Middle School Language Arts Curriculum
INTEGRATED CULMINATING PROJECT

GRASPS (Mainstream 6th Grade)	ELL Adaptations	GRASPS (ELL)
<p>(GRASP Model of Performance Assessment) Goal: <i>To convince</i> Role: <i>Newspaper reporter</i> Audience: <i>Readership</i> Situation: <i>You have witnessed or covered an event that has potential to cause a riot.</i> <i>Persuade the readers to remain calm by providing facts and evidence that support a balanced perspective. This event can refer to events globally or locally.</i> Product/Performance: <i>Headlines/news article that shows a balanced perspective in regards to the opinions of the parties involved.</i> Standard: <i>Teacher-created rubric</i></p>	<p>Newcomer/Beginning: Using recent newspapers as examples for headlines, students work in groups to create a comic strip to retell or summarize the events in the article.</p> <p>Intermediate: Students create a simple newspaper article (bulleted list of facts and evidence) to persuade readers to stay calm.</p> <p>Advanced: Students present persuasive facts and evidence to support the newspaper article. May use Power Point or other multimedia tools.</p> <p>Other Possible Topics for ELLs <u>Agent for Change?</u></p> <ul style="list-style-type: none"> • Can you/(do you) influence others? How? • Who has been an influence to you? How? • Create a writing/poster to convince others this person deserves an award 	<p>Goal: To convince Role: A student Audience: Principal (or other administrator) Situation: You want to be allowed to wear your favorite hat to school, but the school dress code does not allow hats. Product/Performance: An essay to convince him/her that hats should be allowed in school Standard: Teacher created rubric (6-traits of Writing)</p>