

October 8, 2009

Middle School ESL Language Arts Teachers:

As noted in the Mainstream ASD Language Arts Curriculum Guide , “A ‘one size fits all’ approach” to curriculum guides does not serve our diverse community well. To address this reality, on behalf of our ESL teaching and student community, we have built a modified middle school (6-8 grade) ESL Language Arts curriculum guide. The ESL guide directly parallels the content and theme of the mainstream guide as well as the social studies curriculum, but provides specific guidance for the language development levels and needs of our ELL middle school students. All ESL language arts and social studies teachers are required to follow these curriculum guides closely to ensure that our EL students have maximum exposure to the content that their peers are learning as well as the opportunity to adequately develop their English language skills.

Our Team of middle school ESL teachers began work on these guides two years ago, in 2007, in response to a call from mainstream language arts and social studies teachers to assist them with modifying instruction for the ELLs in their classrooms. It was deemed appropriate to more fully develop the ESL curriculum guides in an effort to support consistency in instruction for ELLs across the district. We finished this task in the summer of 2009 which coincided with the mainstream language arts guide refresh process.

The principles of *Understanding by Design: Differentiated Instruction* are deeply embedded in the format and philosophy of these guides. This framework has provided a sturdy foundation for the development of a scaffolded and meaningful curriculum for our ELLs that we consider to be teacher and student friendly.

As with the mainstream language arts curriculum, all grade levels have:

- One thematically organized teaching unit per quarter
- Streamlined Enduring understanding and essential questions
- Five areas of focus for each teaching unit: reading , writing , grammar, vocabulary and media literacy

Also included are elements specific to ESL Instruction:

- Embedded social studies themes according to district social studies guides
- GLE’s, instructional activities, formative and summative assessments aligned by language development levels
- A variety of tradebooks to choose from according to language development levels (including modified versions of required reading texts.)
- An updated Resource List that reflects the materials in use in ESL classrooms.

With appreciation for all of the contributions you have made to make this curriculum guide a reality!

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<p>7th Grade ELL LA Curriculum Semester 1- Unit 1</p>	<p>Conflicts and Clashes</p>
<p>Enduring Understanding: Literature and writing provide opportunities for us to learn from conflict</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is conflict? • How can conflict be resolved? • What can we learn from conflict?
<p>Language Arts Focus: Reading: “<i>Two Old Women</i>”, Selections re: conflict and clashes Writing: Expository Essay (Informative or Descriptive) Grammar: Sentence and Its Parts, Capitalization, Punctuation Vocabulary: Modified to fit language level</p>	<p>Social Studies Focus:</p> <ul style="list-style-type: none"> • Introduction to Geography • Western Hemisphere • Alaska

<p>Alaska ELP Standards</p>	
<p>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</p>	<p>Beginner High Listening: LBH.6-8.1 ;LBH.6-8.2 ;LBH. 6-8.3 ;LBH.6-8.4 ;Speaking: SBH6-8.1 ;SBH6-8.2 ;SBH6-8.3 ;Reading:RBH6-8.1;RBH6-8.2;RBH6-8.3 ;RBH6-8.4;Writing: WBH6-8.1 ;WBH6-8.2</p>

GLE’s according to language development levels	Learning Activities	Formative Assessment
<p><u>Newcomer/Beginner Low/ Beginner High</u></p> <p>Reading R[3]1.1.3 Reading high frequency words R[3]1.4.2 Restating information after reading a text or identifying accurate restatements. R[3]1.4.4 Students will retell or respond to a story through writing, drama, art, music, and other age-appropriate methods. (ASD) 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] 1.6.1 Completing a simple (1-2 step) task by following written directions. R[4]2.1.1 Demonstrating knowledge of phonetics, words structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order and grammar). R[4]2.1.4 Identifying relationships among words by categorizing (e.g. synonyms, antonyms, homophones, homographs). R[3]1.11.1 Identify cultural influences in texts (e.g., dialects, customs, traditions.)</p> <p>Writing The student writes about a topic by 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.) 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.Organizing ideas logically.</p>	<p><u>Newcomer/Beginner Low/ Beginner High</u></p> <ul style="list-style-type: none"> • Develop coherent sentences • Capitalization/punctuation practice • Discuss parts of a sentence • Pictograph with words • Read modified <i>Two Old Women</i> w/ audio support • Modeling Sentence patterns • Overview of parts of speech – subject/predicate • KIM graphic organizer • KWL • Writing prompts (re: unit theme) • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g., Six Traits of Writing/Step Up to Writing) • 	<p><u>Newcomer/Beginner Low/ Beginner High</u></p> <ul style="list-style-type: none"> • Sentence Frames • Pictograph with words • Fast Write (timed) in home language and English • Cloze writing • Fast writes • Sentence Composition • Thumbs up/thumbs down • Individual white-boards to draw pictures of vocabulary words/phrases

Alaska ELP Standards
Intermediate Low
Listening: LIL6-8.1;LIL6-8.2;LIL6-8.3 ;LIL6-8.4 ; Speaking: SIL6-8.1;SIL6-8.2;SIL6-8.3;SIL6-8.4; Reading: RIL 6-8.1;RIL 6-8.2;RIL 6-8.3; Writing; WIL6-8.1;WIL6-8.2 ;WIL6-8.3;WIL6-8.4

GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Intermediate</p> <p>Reading R[5]2.11.1Identifying cultural influences in texts (e.g., dialects, customs, traditions, geography)</p> <p>R[5] 2.1.5 Self monitoring and self correcting while reading (e.g. sounding out words, adjusting reading pace, rereading difficult material).</p> <p>R[5] 2.1.9. Students will demonstrate increased vocabulary.</p> <p>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, sing graphic organizers) or identifying accurate restatements and summaries of main ideas or events.</p> <p>R[5] 2.1.7 Students will spontaneously and purposefully ask questions before, during, and after reading to: clarify meaning, speculate about coming text.....,focus attention on components of text, locate a specific answer in text (ASD)</p> <p>Writing W [5]2.3.1 Varying the beginnings, lengths and patterns of sentences to improve flow and to enhance meaning of writing.</p> <p>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.</p> <p>W[4]2.2.2 Writing in a variety of nonfiction forms using appropriate information and structure (.e., personal letters, recounts, descriptions or observations.)</p>	<p>Intermediate</p> <ul style="list-style-type: none"> • Using <i>Two Old Women</i> as a reference, write a descriptive paragraph that tells about a time when you were really cold. • Write an expository paragraph that explains first-aid procedures for treating frostbite • Write a descriptive paragraph about a personal experience (related to unit theme) • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g., Six Traits of Writing/Step Up to Writing) • Sentence Building • Think Pair Share • KWL • Vocabulary mapping • Forming, asking and responding to Higher Order Questions – • Mapping 5W’s • Writing Conferences 	<p>Intermediate</p> <ul style="list-style-type: none"> • Samples of descriptive sentences and paragraphs • One-sentence summary • 5W (Who, What, When, Where, Why) Summary • Writing plans for essay • Vocabulary quizzes • Editing quizzes • Spelling quizzes

Alaska ELP Standards

Intermediate High/Advanced

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

GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Intermediate High/Advanced:</p> <p><u>Reading</u> R[6] 2.11.1 Comparing and contrasting 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>R[7]3.3 Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience. (3.3.1, 3.3.2)</p> <p>R[6] 2.8.1 Identifying or describing in fiction</p> <ul style="list-style-type: none"> • plot (e.g., main conflict or problem, sequence of events, resolution) • settings (e.g., how it affects the characters or plot) • characters (e.g., physical characteristics, personality traits, motivation, growth and change) • point of view (e.g., (who is telling the story) <p><u>Writing</u> 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>Intermediate High/ Advanced</p> <ul style="list-style-type: none"> • Identifying theme of literature • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g., Six Traits of Writing/Step Up to Writing) • Write an expository paragraph that explains first-aid procedures for treating frostbite • Write a descriptive paragraph about a personal experience (related to unit theme) • Capitalization/punctuation practice • Sentence diagramming • Parts of sentence practice 	<p>Intermediate High /Advanced</p> <ul style="list-style-type: none"> • Book report with rubric • Reading & writing portfolio • Personal narrative & descriptive essays w/ rubrics • 5W (Who, What, When, Where, Why) Summary • Writing plans for essay • Vocabulary quizzes • Editing quizzes • Spelling quizzes

INTEGRATED CULMINATING PROJECT

GRASPS (<i>Mainstream 7th grade</i>)	ELL Adaptations	GRASPS (ELL)
<p><i>You have been asked to write a review for a specialty magazine such as Sports Illustrated. Choose a product. In your review, discuss at least three features of the product.</i></p> <p>Goal: To explain three features of a product Role: Product reviewer Audience: Magazine readers Situation: You are a contributing columnist to a specialty magazine of your choice Product/Performance: Written review</p> <p>Standards:</p> <ul style="list-style-type: none"> • Six traits of effective writing • Organizational pattern: introduction, body, conclusion • Evidence of three similarities and differences 	<p>Culminating Activity ~ <u>Personal Interviews</u> [G.R.A.S.P.S.] (not formatted)</p> <ul style="list-style-type: none"> • Class brainstorms questions that an interviewer might ask. Each student receives one question • Students pose their question to every classmate (teacher models) • Take notes (teacher models) • Write a one-paragraph rough draft for every student interviewed (teacher models) • Write 2nd draft on word processor ~ edit: spelling, punctuation, capitalization, etc. • Partners read paragraphs ~ edit & revise • Write final drafts • Teacher binds all paragraphs together to form a biography of each student. • Each student receives a complete copy of the class biography. • Students include the class biography in their parent conference portfolio. <p><u>Other Possible Topics for GRASPS for ELLs:</u></p> <ul style="list-style-type: none"> • What suggestions would you give to a newcomer to adjust to a new country/ a new family/ a new city/ a new school/ a new clan • What skills do you need to build friendships? • Compare perceptions of harassment in different countries and include solutions. • Family Relationships/ sibling rivalries • Immigration • Social survival skills • Language barrier • Old to new country • Acculturation • Culture 	<p><u>Intermediate</u> 1. Intermediate Goal: Your task is to understand why you live in Alaska. The goal is to inform people about what you found out. The problem or challenge is asking enough numbers of people. The obstacle is whether to put in the negative responses as well as the positive responses and reasons. Role: You are students gathering information. You have been asked to compile your information. Your job is to ask questions and gather data and report results. Audience: Students and adults. You need to convince your interviewees that their responses are valuable for your data collection. Situation: The challenge involves dealing with different attitudes. Products, Performance, and Purpose: You will create a graph in order to show your results. You need to develop appropriate grade level questions so that people can get a good idea as to why some people came to live in Alaska. Standards and Criteria For Success: Your work will be judged by a teacher made rubric.</p>

<p>7th Grade ELL LA Curriculum Semester 1- Unit 2</p>	<p>Challenges and Change</p>
<p>Enduring Understanding: Literature and writing provide opportunities for us to explore challenges and change.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do our differences affect the challenges we face? • How do people create change? • Can where you are change who you are?
<p>Language Arts Focus: Reading: Selections re: challenges and change; poetry Writing: Expository Essay (comparison/contrast) Grammar: Subject/Verb Agreement, Nouns, Pronouns Vocabulary: Modified to fit language level</p>	<p>Social Studies Focus: Europe/South America/Mesopotamia/Ancient Civilizations</p>

<p>Alaska ELP Standards</p>	
<p>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</p>	<p>Beginner High Listening: LBH.6-8.1 ;LBH.6-8.2 ;LBH. 6-8.3 ;LBH.6-8.4 ;Speaking: SBH6-8.1 ;SBH6-8.2; SBH6-8.3 ;Reading:RBH6-8.1;RBH6-8.2;RBH6-8.3 ;RBH6-8.4;Writing: WBH6-8.1; WBH6-8.2</p>

GLEs according to language development levels	Learning Activities	Formative Assessment
<p><u>Newcomer/ Beginner Low/ Beginner High</u></p> <p><u>Reading</u> R[3]1.7.1 Distinguishing between fiction/nonfiction, prose/poetry, short story/drama R[3]1.7.2 Identifying use of dialogue or rhyme in common forms of text. R[4]2.8.3 Students will begin to compare and contrast information on a single topic from several sources</p> <p><u>Writing</u> W [3] 1.1.3 Writing a story or composition with a beginning, middle, and end. W [3] 1.1.4 Students will begin to write complex sentences (e.g., using adjective, adverbs, and clauses)</p>	<p><u>Newcomer/ Beginner Low/ Beginner High</u></p> <ul style="list-style-type: none"> • Reader’s theater (listening and reading) • Modeling complete sentence • Writing prompts • KIM/ Vocabulary mapping • Capitalization/punctuation practice • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g., Six Traits of Writing/Step Up to Writing) • Compare and contrast two stories or two poems 	<p><u>Newcomer/ Beginner Low/ Beginner High</u></p> <ul style="list-style-type: none"> • One Sentence summary • Fast Write (timed) • Cloze writing • Parts of speech quiz • Writing plans for paragraph • Vocabulary quizzes • Editing quizzes • Spelling quizzes • Samples of compare/contrast paragraphs • Thumbs up/thumbs down • Individual white-boards to draw pictures of vocabulary words/phrases

Alaska ELP Standards
Intermediate Low
Listening: LIL6-8.1;LIL6-8.2;LIL6-8.3 ;LIL6-8.4 ; Speaking: SIL6-8.1;SIL6-8.2;SIL6-8.3;SIL6-8.4; Reading: RIL 6-8.1;RIL 6-8.2;RIL 6-8.3; Writing: WIL6-8.1;WIL6-8.2 ;WIL6-8.3;WIL6-8.4

GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Intermediate</p> <p>Reading R[5]2.1.2 Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals) R[5] 2.7.3 Identifying use of literary elements and devices (i.e., dialogue, rhyme, alliteration, simile or metaphor.) R[5]2.8.3 Students will compare and contrast information from several sources and text forms. R[6]2.1.1 Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar).</p> <p>Writing W[6] 2.1.3 Organizing and sequencing 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] 1.1.4 Students will continue to write complex sentences (e.g.,: using adjective, adverbs, and clauses)</p>	<p>Intermediate</p> <ul style="list-style-type: none"> • Organize expository essay • Compare and contrast two different stories or two poems • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g., Six Traits of Writing/Step Up to Writing) • Mapping 5Ws (Who, What, When, Where, Why) • Vocabulary Mapping • KWL • Think Pair Share 	<p>Intermediate</p> <ul style="list-style-type: none"> • Exit slip • Fast write (timed) • Writing Portfolio • Book Report w/Rubric • One/Two Sentence Summary • Reading Portfolio • 5W (Who, What, When, Where, Why) Summary • Writing plans for essay • Vocabulary quizzes • Editing quizzes • Spelling quizzes • Samples of compare/contrast essays

Alaska ELP Standards

Intermediate High/Advanced

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

GLE's according to language development levels	Learning Activities	Formative Assessment
<p>Intermediate High/ Advanced</p> <p><u>Reading</u> [7]R3.1 Apply knowledge of word origin, structure and context clues, and root words, and use dictionaries and glossaries to determine the meaning of new words and to comprehend text.[7] 3.1.1 to [7]3.1.5. R[6]2.7.2 Identifying or explaining the characteristics of fiction and non-fiction, prose and poetry. R[6]2.7.3 Identifying or explaining use of literary elements and devices appropriate to genre (i.e., dialogue, rhyme, alliteration, simile, metaphor or personification). R[6]2.8.3 Students will compare, contrast and analyze information from several sources and text forms.</p> <p><u>Writing</u> W [6] 1.1.4 Students will continue to write complex sentences (e.g., using adjective, adverbs, and clauses) W [6]2.1.3 Organizing and sequencing ideas logically to establish clear relationships within and between paragraphs (e.g., using transitions words or phrases that reveal order or chronology, comparison/contrast) W [7] 3.1.3 Organize ideas using appropriate structures (order by chronology, importance, comparison and contrast) to maintain the unity of the composition with a variety of transitional words and phrases.</p>	<p>Intermediate High/ Advanced</p> <ul style="list-style-type: none"> • Organize expository essay • Compare and contrast two different stories or two poems • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g., Six Traits of Writing/Step Up to Writing) • Mapping 5Ws (Who, What, When, Where, Why) • Vocabulary Mapping • KWL • Think Pair Share • 	<p>Intermediate High/Advanced</p> <ul style="list-style-type: none"> • Exit slip • Fast write (timed) • Writing Portfolio • Book Report w/Rubric • One/Two Sentence Summary • Reading Portfolio • 5W (Who, What, When, Where, Why) Summary • Writing plans for essay • Vocabulary quizzes • Editing quizzes • Spelling quizzes • Samples of compare/contrast essays

INTEGRATED CULMINATING PROJECT

GRASPS (Mainstream 7 th grade)	ELL Adaptations	GRASPS (ELL)
<p><i>You have been asked to write a review for a specialty magazine such as Sports Illustrated. Choose a product. In your review, discuss at least three features of the product.</i></p> <p>Goal: To explain three features of a product Role: Product reviewer Audience: Magazine readers Situation: You are a contributing columnist to a specialty magazine of your choice Product/Performance: Written review</p> <p>Standards:</p> <ul style="list-style-type: none"> • Six traits of effective writing • Organizational pattern: introduction, body, conclusion • Evidence of three similarities and differences 	<p><u>Newcomer</u></p> <p>Pictorial representation of character’s point of view with oral presentation. Carousel activity where students rotate around the room and listen/respond to each other’s work.</p>	<p>Intermediate</p> <p>Goal: Represent characters found in literature through poetry for a classroom poetry collection. Role: Poet Audience: Peers Situation: You are asked to create poems from the point of view of characters in literature to be published in the classroom poetry collection. Product: One to three poems ready for publication and presented orally. Standard: Teacher created rubric</p> <p>Intermediate High/Advanced</p> <p>Goal: Poetry contest Role: Poet Critic Audience: Poets in a contest Situation: You are analyzing three different poems (e.g. haiku, diamante, I AM) that will be published in a poetry magazine. Product: Compare and contrast essay of the three poems Standard: Expository essay rubric</p>

<p>7th Grade ELL LA Curriculum Semester 2- Unit 3</p>	<p>Myths and Monsters</p>
<p>Enduring Understanding: Literature and writing provide opportunities for us to discover our place in the world.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do stories of the past impact me today? • What makes a hero? • How do stories change over time?
<p>Language Arts Focus: Reading: Greek and Roman Mythology; <i>The Adventures of Ulysses</i> Writing: Expository Essay (research) Grammar: Verbs, Adjectives and Adverbs Vocabulary: Modified to fit language level</p>	<p>Social Studies Focus: Africa/Australia/Antarctica/Middle East</p>

<p>Alaska ELP Standards</p>	
<p>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</p>	<p>Beginner High Listening: LBH.6-8.1;LBH.6-8.2 ;LBH. 6-8.3 ;LBH.6-8.4 ;Speaking: SBH6-8.1 ;SBH6-8.2; SBH6-8.3 ;Reading:RBH6-8.1;RBH6-8.2;RBH6-8.3 ;RBH6-8.4;Writing: WBH6-8.1; WBH6-8.2</p>

GLEs according to language development levels	Learning Activities	Formative Assessment
<p><u>Newcomer/Beginner Low/ Beginner High</u> <u>Reading</u> R[3] 1.4.4 Students will retell or respond to a story through writing drama, art, music and other age-appropriate methods. R[3]1.11.1 Identify cultural influences in texts (e.g., dialects, customs, traditions.) R[3]1.3 Students will use technology to see print sources and information for self and assigned purposes (ASD) R[3] 2.7.4 Students will use technology to seek print sources and information for self and assigned purposes R[3] 1.1.2 Reading orally high-frequency words and abbreviations of proper nouns (such as: Dr., Mr., Mrs., Ms.) <u>Writing</u> W[3] 1.2.5 Students will use personal experiences, texts, and media (i.e. encyclopedias, newspapers, Internet, films) to gather information for research projects and sources for writing ideas. W[3] 1.2.6 Students will determine the appropriateness of information for a research topic.(ASD) W[5] 2.1.1 Writing <u>more than one paragraph that states</u> and maintains a focused idea and includes details that support the main idea of each paragraph. W[5] 2.1.2 Using paragraph form; indents or uses paragraph breaks. W[5] 2.1.6 Student will develop strategies to plan for writing (webbing, drawing, lists, outlines.)</p>	<p><u>Newcomer/Beginner Low/ Beginner High</u></p> <ul style="list-style-type: none"> • Discuss the differences between myths, folktales and legends and write comparisons • Write a review, dramatize or draw a summary of a myth legend or folktale. • Mapping 5Ws (Who, What, When, Where, Why) • Use the internet to get information to insert into a digital/multimedia presentation • Editing and typing writing responses and projects using the computer. • Think Pair Share • Word Webs • KIM/ Vocabulary mapping • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g., Six Traits of Writing/Step Up to Writing) 	<p><u>Newcomer/Beginner Low/ Beginner High</u></p> <ul style="list-style-type: none"> • One/two sentence summary • Visual representation of information • Provide short and accurate responses to open ended questions on a quiz • 5W (Who, What, When, Where, Why) Summary • Fast Write (timed) • Cloze writing • Writing plans for research/essay • Vocabulary quizzes • Editing quizzes • Spelling quizzes • Thumbs up/thumbs down • Individual white-boards to draw pictures of vocabulary words/phrases

Alaska ELP Standards
Intermediate Low
Listening: LIL6-8.1;LIL6-8.2;LIL6-8.3 ;LIL6-8.4 ; Speaking: SIL6-8.1;SIL6-8.2;SIL6-8.3;SIL6-8.4; Reading: RIL 6-8.1;RIL 6-8.2;RIL 6-8.3; Writing: WIL6-8.1;WIL6-8.2 ;WIL6-8.3;WIL6-8.4

GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Intermediate</p> <p>Reading R[5]2.11.1Identifying cultural influences in texts (e.g., dialects, customs, traditions, geography) 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[6] 2.1.10 Students will use word reference materials (e.g., dictionary, thesaurus.) R[6] 2.7.3 Identifying or explaining use of literary elements and devices appropriate to genre (i.e., dialogue, rhyme, alliteration, simile, metaphor, or personification.) R[6] 2.7.4 Students will use technology to seek print sources and information for self and assigned purposes R[6] 2.10.1 Identifying authors message or theme, stated or implied (e.g., helping others brings great rewards.)</p> <p>Writing W[6] 2.1.1 <u>Writing a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook),</u> maintaining a focused idea and including supporting details. W[5] 2.2.5 Student will use personal experiences, texts, and media, (i.e., encyclopedias, newspapers, Internet, films) to gather information for research projects and as sources for writing ideas. (ASD) W[5] 2.2.6 Students will determine the appropriateness of information for a research topic, W[6] 2.1.2 Using paragraph form: indents or uses paragraph breaks, <u>and places paragraph break appropriately.</u> W[6] 2.1.4 Writing a concluding statement W[6] 2.1.5 Students will continue to write complex sentences. W[6] 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"> • Two Column Notes • Problem/Solution chart • Word Web • Dialogue Journals • Peer editing workshop • Self Editing/Revision • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g., Six Traits of Writing/Step Up to Writing) • Think Pair Share • KWL • Vocabulary Mapping • Timeline/chronological Order • Sequencing of events/information • Story Mapping/Free-Form Mapping • Character Frame/Trait Map • Journal Writing • Grammar Exercises • Citation/bibliography format 	<p>Intermediate</p> <ul style="list-style-type: none"> • Story Pyramid • Intro/Rising Falling/Climax/Falling Action Form • Plot/Form • 5W (Who, What, Where, When, Why) Summary • Two Column Notes • Book Report w/Rubric • One/Two Sentence Summary • Reading Portfolio • Fast Write Topics • Writing Conferences • Grammar quizzes • Vocabulary quizzes • Editing quizzes • Spelling quizzes

Alaska ELP Standards

Intermediate High/Advanced

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

GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Intermediate High/ Advanced</p> <p>Reading 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[6] 2.11.1 Comparing and contrasting 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) R[6] 2.1.10 Students will use word reference materials (e.g., dictionary, thesaurus.) R[6] 2.7.4 Students will use technology to seek print sources and information for self and assigned purposes R[6] 2.10.1 Identifying authors message or theme, stated or implied (e.g., helping others brings great rewards.)*</p> <p>Writing W[6] 2.2.5 Student will use personal experiences, texts, and media, (i.e., encyclopedias, newspapers, Internet, films) to gather information for research projects and as sources for writing ideas. (ASD) 6] 2.2.4 Use diagrams, charts, or illustrations with captions or labels in research projects or extended reports. W[5]2.2.6 Students will determine the appropriateness of information for a research topic. W[7] 3.1.1 <u>Writing a thesis statement</u> that identifies the focus or controlling idea for the entire composition W[7] 3.1.2 Writing paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement. W[7] 3.1.3 Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast) to maintain the unity of the words and phrases, W[7] 3.14 Writing a conclusion that supports the thesis or summarizes the main ideas. W[7] 3.4.5 Using appropriate voice for intended audience (e.g., humorous, informal, formal or technical.)</p>	<p>Intermediate High/ Advanced</p> <ul style="list-style-type: none"> • Two Column Notes • Problem/Solution chart • Word Web • Dialogue Journals • Peer editing workshop • Self Editing/Revision • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g., Six Traits of Writing/Step Up to Writing) • Think Pair Share • KWL • Vocabulary Mapping • Timeline/chronological Order • Sequencing of events/information • Story Mapping/free Form Mapping • Character Frame/ trait map • Journal Writing • Grammar Exercises • Citation/bibliography format 	<p>Intermediate High/ Advanced</p> <ul style="list-style-type: none"> • Story Pyramid • Intro/Rising Falling/Climax/Falling Action Form • Plot/Form • 5W (Who, What, Where, When, Why) Summary • Two Column Notes • Book Report w/Rubric • One/Two Sentence Summary • Reading Portfolio • Fast Write Topics • Writing Conferences • Grammar quizzes • Vocabulary quizzes • Editing quizzes • Spelling quizzes

INTEGRATED CULMINATING PROJECT

GRASPS (<i>mainstream 7th grade</i>)	ELL Adaptations	GRASPS (ELL)
<p><i>As a student council representative, you have been selected to report to the Anchorage Assembly about a problem in the community that is important to you. Write an expository essay identifying the problem and researching and presenting solutions.</i></p> <p>Goal: <i>To present to the assembly solutions to a problem within our community</i></p> <p>Role: <i>Student council representative</i></p> <p>Audience: <i>Anchorage Assembly</i></p> <p>Situation: <i>You have been asked to research a problem within your community and present solutions to the assembly</i></p> <p>Product/Performance: <i>Expository essay with research</i></p> <p>Standards:</p> <ul style="list-style-type: none"> • <i>Six traits of effective writing</i> • <i>Correct essay format</i> • <i>Introduction with thesis</i> • <i>Body with reasons/details/facts</i> • <i>Conclusion with recommendation for change</i> • <i>Formal language</i> 	<p>Other GRASPS topics for ELLs</p> <p>Research to find a folktale/superstition from your country of study or origin and re-tell it to the class</p> <p>G: Retell a folktale/superstition from your country</p> <p>R: A storyteller (griot)</p> <p>A: Children of your cultural group</p> <p>S: You have to teach the story to the local children</p> <p>P: Pictorial or written folktale or myth which is also told orally.</p> <p>S: Parts of a story beginning, middle, end; character development</p>	<p>.</p>

<p>7th Grade ELL LA Curriculum Semester 2- Unit 4</p>	<p>Visions and Voice</p>
<p>Enduring Understanding</p> <p>Literature and writing provide opportunities for us to explore diverse points of view</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why share personal experiences? • In what ways do our experiences shape our lives? • Why is it important to consider other perspectives?
<p>Language Arts Focus: Reading: Personal Narrative, Drama Writing: Personal Narrative, Poetry Grammar: Prepositions, Conjunctions, Interjections Voabulary: Modified to fit language level</p>	<p>Social Studies Focus:</p> <p>Africa/Australia/Antarctica/Middle East</p>

<p>Alaska ELP Standards</p>	
<p>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</p>	<p>Beginner High Listening: LBH.6-8.1 ;LBH.6-8.2 ;LBH. 6-8.3 ;LBH.6-8.4 ;Speaking: SBH6-8.1 ;SBH6-8.2; SBH6-8.3 ;Reading:RBH6-8.1;RBH6-8.2;RBH6-8.3 ;RBH6-8.4;Writing: WBH6-8.1; WBH6-8.2</p>

<p>GLEs according to language development levels</p>	<p>Learning Activities</p>	<p>Formative Assessment</p>
<p><u>Newcomer/ Beginner Low/ Beginner High</u></p> <p><u>Reading</u> R[4]2.1.2 Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals) R[3]1.1.3 Obtaining information using text features including pictures (illustrations for text) and visual cues (e.g. bolded or italicized text, chapter titles)</p> <p><u>Writing</u> W[3]1.2.1 Choosing the appropriate organizational structure to match a purpose and audience (e.g., letters and notes, recounts, stories, and poems) W[3]1.2.5 Student will use personal experiences, texts, and media, (i.e., encyclopedias, newspapers, Internet, films) to gather information for research projects and as sources for writing ideas. W[3] 1.2.2 Using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry.) W[3] 2.4 a. Revise writing to improve the logical progression of ideas and supporting information. b. Revise own and other’s work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. (2.4.1-2.4.4)</p>	<p><u>Newcomer/ Beginner Low/ Beginner High</u></p> <p>Beginning</p> <ul style="list-style-type: none"> • K.W.L. • Vocabulary mapping • Identifying the point of view • Haiku poems • I AM poems • Writing simple to complex sentences related to tasks • Oral Response prompts – personal • Audio tapes for dictionaries • Audio-taped books • Listening centers • Dictation • Sorting pictorial representations of writing formats and match with labels. • Reader’s Theater • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g., Six Traits of Writing/Step Up to Writing) • Charades 	<p><u>Newcomer/ Beginner Low/ Beginner High</u></p> <p>Beginning</p> <ul style="list-style-type: none"> • Poetry Journals • Application of writing the different forms of poetry • Literary terms • Book Report w/ rubric • Picture summary • Reading portfolios • Reader’s Theater performance • Grammar quizzes • Vocabulary quizzes • Editing quizzes • Spelling quizzes • Thumbs up/thumbs down • Individual white-boards to draw pictures of vocabulary words/phrases

Alaska ELP Standards
Intermediate Low
Listening: LIL6-8.1;LIL6-8.2;LIL6-8.3 ;LIL6-8.4 ; Speaking: SIL6-8.1;SIL6-8.2;SIL6-8.3;SIL6-8.4; Reading: RIL 6-8.1;RIL 6-8.2;RIL 6-8.3; Writing: WIL6-8.1;WIL6-8.2 ;WIL6-8.3;WIL6-8.4

GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Intermediate</p> <p>R[5]2.2.2 Self-monitoring comprehension by formulating questions while reading (e.g., why do characters react to the same situation differently) or rereading (e.g., for clarification, confirmation, correction.)</p> <p>R[5]2.1.6 Students will use knowledge of figurative language (e.g., simile, personification, metaphor, etc.) and identify them in texts.</p> <p>R[5]2.1.8 Students will use a variety of reading strategies to comprehend informational text (e.g., skimming, scanning, and locating specific information to support opinion.)</p> <p>Writing</p> <p>W[5] 2.4 a. Revise writing to improve the logical progression of ideas and supporting information. b. Revise own and other’s work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. (2.4.1-2.4.4)</p> <p>W[5]2.2.3 Using expressive language when responding to literature or producing text (e.g. writers’ notebook memoirs, poetry, plays or lyrics)</p>	<p>Intermediate</p> <ul style="list-style-type: none"> • Writing free-form poem • Poems: rhythm and rhyme • Reading Portfolio • Personal Narrative Essay • Grammar Exercises • Problem/solution reading chart • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g., Six Traits of Writing/Step Up to Writing) • Think Pair Share • KWL • Vocabulary Mapping • Timeline/chronological Order • Sequencing of Events • Explain Intro/Rising Action/ Climax/Falling Action format • Fast Write Topics • Journal Writing • Socratic Seminar • Peer Editing • Self Editing/Revision 	<p>Intermediate</p> <ul style="list-style-type: none"> • Fast Writes/Exit slips to assess comprehension of the elements of poetry: rhythm, rhyme, meter, repetition, stanza, verse • Reader’s theater: Elements of drama: script, act, scene, cast, props, dialogue, stage directions • Story Mapping Story Pyramid • Character Traits diagram • Character Motive analysis • 5W’s (Who, What, Where, When, Why) Summary • Two Column Notes • Writing Conferences • Book Report • One/Two Sentence Summary • Writing Portfolio • Socratic Seminar

Alaska ELP Standards

Intermediate High/Advanced

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

GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Intermediate High</p> <p><u>Reading</u> R[6]2.1.6 Students will use knowledge of figurative language (e.g., simile, personification, metaphor, etc.) and identify them in texts. R[6]2.1.8 Students will use a variety of reading strategies to comprehend informational text (e.g., skimming, scanning, and locating specific information to support opinion.) R[6]2.2.2 Self –monitoring comprehension by formulating questions while reading (e.g., what circumstances influenced a character to make a specific decision) or rereading (e.g., for clarification, confirmation, correction.) R[6] 2.2.3 Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if____, deduces missing outcome or information, such as where a story takes place if not directly stated.) R[6]2.2.5 Students will make and confirm or contradict predictions by using prior knowledge, illustrations, titles, topic sentences, key words and foreshadowing. R[6]2.7.1 Identifying or explaining the characteristics of the four major genres of fiction: short story, drama, novel, and poetry. R[6]2.7.3 Identifying or explaining use of literary elements and devices appropriate to genre (i.e., dialogue, rhyme, alliteration, simile, metaphor, or personification.)</p> <p><u>Writing</u> W[6]2.4.1 Rearranging and/or adding details to improve focus, to support main ideas, to clarify topic sentence, and to make sequence clear W[6]2.4.2 Giving/receiving appropriate feedback and using established criteria to review own and others’ written work (E.g., peer conferences, checklists, scoring guides, or rubrics.) W[6]2.4.3 Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing. W[6] 2.4.4 Student will use available technology to write, revise, and publish some pieces of writing. W[6]2.6.2 Using a thesaurus to find synonyms for common words. W[5]2.2.3 Using expressive language when responding to literature or producing text (e.g. writers’ notebook memoirs, poetry, plays or lyrics)</p>	<p>Intermediate High</p> <ul style="list-style-type: none"> • Writing free-form poem • Poem: Ode, • Personal Ballad/Rap (poem) • Poems: rhythm and rhyme • Reading Portfolio • Personal Narrative Essay • Grammar Exercises • Problem/solution reading chart • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g., Six Traits of Writing/Step Up to Writing) • Think Pair Share • KWL • Vocabulary Mapping • Timeline/Chronological Order • Sequencing of Events • Explain Intro/Rising Action/ Climax/Falling Action format • Fast Write Topics • Journal Writing • Socratic Seminar • Peer Editing • Self Editing/Revision 	<p>Intermediate High</p> <ul style="list-style-type: none"> • Fast Writes/Exit slips to assess comprehension of the elements of poetry: rhythm, rhyme, meter, repetition, stanza, verse • Reader’s Theater • Elements of drama: script, act, scene, cast, props, dialogue, stage directions • Story Mapping Story Pyramid • Character Traits diagram • Character Motive analysis • 5W’s (Who, What, Where, When, Why) Summary • Two Column Notes • Writing Conferences • Book Report • One/Two Sentence Summary • Writing Portfolio • Socratic Seminar

INTEGRATED CULMINATING PROJECT

GRASPS (<i>Mainstream 7th grade</i>)	ELL Adaptations	GRASPS (ELL)
<p><i>Our 7th grade team is made up of students who have come from many different elementary schools. In an effort to get better acquainted, you are invited to submit a personal narrative to your team’s blog. Share an unforgettable experience you have had in a personal narrative.</i></p> <p>Goal: <i>To reminisce about an unforgettable personal experience</i></p> <p>Role: <i>A valued member of our 7th grade team</i></p> <p>Audience: <i>Fellow team members</i></p> <p>Situation: <i>You have been asked to contribute to our team’s blog so we can all get to know one another</i></p> <p>Product/Performance: <i>Personal narrative</i></p> <p>Standards: <i>Six traits of effective writing</i></p>	<p><u>Other possible topics for GRASPS:</u></p> <ul style="list-style-type: none"> • Education • Careers • Friendship • Technology: cyber space • Current events • Government issues e.g. <ul style="list-style-type: none"> ○ Politics ○ Immigration ○ Benefits • Friendships <ul style="list-style-type: none"> ○ My Space ○ HSN ○ Text ○ Email • Friendly letter • “All About Me” Poetry Compilation – a compilation of poems in different formats about the students’ self. (e.g., hair, clothes, friends, family) 	<p>Intermediate</p> <p>Goal: To present an unforgettable personal experience using the class NING.</p> <p>Role: The student as a member of a learning community.</p> <p>Audience: Fellow team members</p> <p>Situation: You have been asked to contribute to the class NING.</p> <p>Product/Performance: Oral and visual presentation</p> <p>Standards: Six Traits of Effective Writing: Writing Conventions</p> <p>Organizational Pattern: Beginning, Middle, End</p> <p>2. Intermediate</p> <p>G – To Write a personal Narrative (focus) immigration</p> <p>R – Narrator</p> <p>A – Peers/Parents</p> <p>S – Interview your parents or grandparents about the reasons behind migrating to the U.S.</p> <p>P – Written Narrative story</p> <p>S - Six Traits of Effective Writing: Writing Conventions</p> <p>Organizational Pattern: Beginning, Middle, End</p>

Text Books

Title	Grade	Language Level
ACCESS American History – By Great Source	8	BL/BH/IL/IH
Interactive Reader & Writer – 6 (McDougal Little)	6	BL/BH/IL/IH
Interactive Reader & Writer – 7 (McDougal Little)	7	BL/BH/IL/IH
Interactive Reader & Writer – 8 (McDougal Little)	8	BL/BH/IL/IH
Scott Foresman – 6	6	IL/IH
Scott Foresman – 7	7	IL/IH
Scott Foresman – 8	8	IL/IH
Ballard & Tighe: Explore American History 3 rd Ed.	6-8	BL/BH/IL
Carousel of Ideas	6-8	BL/BH
High Point Basics – By Hampton Brown	6-8	BL/BH
Inside Writing - Great Source	6-8	
ACCESS English (Great Source)	7-8	BL/BH/IL
All Write (Great Source)	7-8	BH/IL/IH
English Yes – Intermediate 1 , Intermediate 2 (Jamestown Publisher)	7-8	IL/IH
English Yes – Literacy, Introduction, (Jamestown Publisher)	7-8	BL/BH
High Point Level A – By Hampton Brown	7-8	BH/IL
High Point Level B – By Hampton Brown	7-8	IL/IH
High Point Level C – By Hampton Brown	7-8	IH
Pacemaker Basic English (Globe Fearon)	7-8	
Write Source – Text and Handbook (Great Source)	7-8	IH

Other Resources

Title	Grade	Language Level
Step Up to Writing (Sopris West)	6-8	BL/BH/IL/IH
Six Traits of Writing	6-8	BL/BH/IL/IH
What A Life – Beginning (Pearson)	6-8	BL/BH
What A Life – High Beginning (Pearson)	6-8	BH/IL
What A Life – Intermediate (Pearson)	6-8	IH
Spelling Workout – Level A, B, C, D (Modern Curriculum Press)	6-8	BL/BH/IL/IH A, B, C, D
Writing Frames (Walsh Publishing)	6-8	BL/BH/IL
Action English Pictures		

Trade Books/Literature

Title	Grade	Language Level
<i>Sadako and the Thousand Paper Cranes</i> by Eleanor Coerr (annotated version by Hampton Brown)	6	BH/IL
<i>Hiroshima</i> by Lawrence Yep	6	BH/IL/IH
<i>Number the Stars</i> by Louis Lowry	6	BH/IL/IH
<i>Pearl Harbor is Burning</i> by Kathleen Kudlinski (Hampton Brown annotated version)	6	BH/IL/IH
<i>10 Days of Anne Frank</i> by David Colbert	6	IL/IH
<i>Jar of Dreams</i> by Yoshida Uchinda	6-7	
<i>Journey to Jo'burg</i> by Beverly Naidoo	6-7	BH/IL
<i>Holes</i> by Louis Sachar	6-7	BH/IL/IH
Newcomers: Hampton Brown Series (<i>Folktales, Juan Bobo, Plain White Salt, Anansi</i>)	6-8	BL/BH/IL
Bluford Series books	6-8	IL/IH
<i>Stories We Brought with Us</i> by Carol Kasser	7-8	BL/BH
<i>Children of the River</i> by Linda Crew	7-8	IH

<i>Bud, Not Buddy</i> by Christopher Paul Curtis	6	IL/IH
<i>Maniac McGee</i> by Jerry Spinelli	6	IL/IH
<i>Ringer</i> by Jerry Spinelli	6	IL/IH
<i>The Sleeping Lady</i> by Ann Dixon	7	BL/BH/IL/IH
<i>The Girl Who Swam with the Fish</i> (An Athabaskan Legend)	7	
<i>Adventures of Ulysses</i> by Homer	7	BH/IL/IH
<i>Red Scarf Girl</i> by Ji-Li Jiang	7	BH/IL/IH
<i>Black Star, Bright Dawn</i> by Scott O'Dell	7	IL/IH
<i>Clay Marble</i> by Minfong Ho	7	IL/IH
<i>We the People</i> – from Center for Civic Education Elementary Level – Social Studies Connections	8	BH/IL/IH
<i>No More – Stories of Slavery</i> – by – Social Studies Connections	8	BL/BH/IL/IH
<i>American Plague</i> by	8	IL/IH
<i>Animal Farm</i> by George Orwell	8	IL/IH
<i>Blood on the River</i> by	8	IL/IH
<i>Canyons</i> by	8	IL/IH
<i>Fever 1793</i> by	8	IL/IH
<i>Lottery Rose</i> by	8	IL/IH
<i>Tuck Everlasting</i> by	8	IL/IH
<i>A Boat to Nowhere</i> by	8	IH
<i>Nothing But the Truth</i> by Avi	8	IH
<i>Outsiders</i> by	8	IH
<i>Touching Spirit Bear</i> by Ben Mikaelson	8	IH
<i>Any Small Goodness</i> by Tony Johnston From Hampton-Brown publishing	8	IL/IH
<i>The Jacket</i> by Andrew Clements From Hampton-Brown publishing	8	IL/IH
<i>Roberto Clemente Pride of the Pittsburgh Pirates</i> By Jonah Winter From Hampton-Brown publishing	7	IL/IH
<i>Franklin D. Roosevelt</i> by Laura Hamilton Waxman From Hampton-Brown		
<i>Freak, the Mighty</i> (Pre-Reg) (ELL Beg. /Intermediate)		BH/IL/IH

Technology

Title	Grade	Language Level
Fast Forward	6-8	BL/BH
My Access	6-8	IL/IH
Achieve 3000	6-8	All
Ellis	6-8	All
Skills Tutor (Alaska)	6-8	All (Esp. IL/IH)
Comic Life	6-8	ALL

Websites/Links

Title	Grade	Language Level
StarFall.com (Stories)	6-8	BL/BH
Dictionary.com	6-8	ALL
DiscoveryEducation.com	6-8	ALL
FreeRice.com (vocabulary)	6-8	ALL
Internet4Classrooms	6-8	ALL
PictureDictionary.com	6-8	ALL
Quia.com	6-8	ALL
SpellCity.com	6-8	ALL
Scholastic.com – (Social Studies: letters from “kids” from American History)	8	IL/IH
Frogsrule.org/for_teachers.htm		ALL
Brainpop.com		ALL

DRAFT
GLOSSARY OF ELLP EDUCATION TERMS & ACRONYMS

BICS Basic Interpersonal Communication Skills (*social* language)

CALP Cognitive/Academic Language Proficiency (*academic* language skills)

Code Switching: The use of two languages interchangeably in speech and in writing often due to lack of fluency in L1 or L2, or in both languages

ELL English Language Learner

ELLP English Language Learner Program

English Proficiency Designation Categories:

NEP Non-English Proficient

LEP Limited English Proficient

FEP Fluent English Proficient

ESL English-as-a-second-language

IPT IDEA Language Proficiency Test (Oral, Reading, Writing)

L1 First language/home language; first language learned by a student

L2 Second language learned by a student (in our case, usually English)

Language Dominance The language spoken most proficiently by the student.

Vs.

Language Proficiency The level of skill (R, W, L, S) in the use of a particular language.

Language-experience-approach (LEA) to reading instruction emphasizes the bond between thought, word, and deed in reading, writing, and school learning. LEA activities include: dictated experience stories, building a word bank, creative writing, the library, group instruction by directed reading-thinking activities, individualized directed reading-thinking activities, and word recognition. For example, using science activities to motivate language experiences.

DRAFT

LAU Category Code: Language proficiency designations A, B, C, D & E for students coming from language backgrounds other than English:

- A - monolingual, speaker of a language other than English
- B - predominantly speaker of language other than English
- C - bilingual; equal proficiency in two languages
- D -predominantly English proficient with some language other than English
- E - speaker of English only, but has a language background other than English

Mixed Language (Code Switching) - When a person combines English and the native language as they speak; not separating or distinguishing one language from the other in speech.

MOVIES: Mechanics, Organization, Voice, Ideas, Effective word choice, Sentence fluency

PHLOTE Primary Home Language Other Than English

Primary Language: The language the student learned first and used most frequently in the early stages of language development.

Writing as a process: Pre-writing, writing, revising, editing, publishing. Using specific graphic organizers and writing conferences with the teacher are particularly useful strategies for ELLs.