

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>6th Grade ELL LA Curriculum Semester 1 Unit 1</p>	<p>Facing Challenges</p>
<p>Enduring Understanding:</p> <p>Experiences comprise who we are, where we come from and what we strive to become.</p>	<p>Essential Questions:</p> <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?
<p>Language Arts Focus:</p> <p>Reading: Fiction <i>Wringer</i> by Jerry Spinelli Writing: Expository Essay (Describing a Person) Grammar: The Sentence and Its Parts, Nouns, Pronouns Vocabulary: Modified to fit language level</p>	<p>Social Studies Focus:</p> <p>Historiography Immigration/Migration</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</p>	<p>Formative Assessment</p>
<p>Newcomer/Beginner Low/Beginner High</p> <p>Reading R[3] 1.4.1 Retell or dramatize a story after reading it. R [3] 1.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions* R [3] 1.5.1 Identifying the main idea or central concept in arious 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.</p> <p>Writing 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 , band basic rules of punctuation and capitalization in wrtitten work. E.A.2 b. Proofread writing for legibility, spelling, capitalization, and punctuation when procuding final drafts. E.A.5 W [3] 1.1.1 Writing complete sentences with a subject and a predicate W[3] 1.1.5 Student will develop stratigis to plan for writing (webbing, drawing, lists). (ASD)</p>	<p>Newcomer/Beginner Low/Beginner High</p> <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 	<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 • 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	Formative Assessment
<p>Intermediate</p> <p>Reading R[4] 2.4.1 Retelling a story in correct sequence or identifying the correct sequence of events in a story. R[4] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions. 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] 1.2.5 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.</p> <p>Writing W [4]1.3 a. Use a variety of simple sentence structures , band basic rules of punctuation and capitalization in wrtitten work. b. Proofread writing for legibility, spelling, capitalization, and punctuation when procuding final drafts. W [4] 2.3 a. Use a variety of simple and complex sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finihsed 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	Formative Assessment
<p>Intermediate High/Advanced</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, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events..</p> <p>R[5] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions.</p> <p>R [3] 1.4.4 Students will retell or respond to a story through writing, drama, art, music and other age-appropriate methods.</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.</p> <p>*Before reading: preview text and pictures; link to prior knowledge; set purposes.</p> <p>Writing</p> <p>W [6]1.3 a. Use a variety of simple sentence structures , band basic rules of punctuation and capitalization in wrtitten work.</p> <p>b. Proofread writing for legibility, spelling, capitalization, and punctuation when procuding final drafts.</p> <p>W [6] 2.3 a. Use a variety of simple and complex sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finihsed written work.</p> <p>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</p> <p>Role: students depicting ACTIVE strategies</p> <p>Audience: Peer -Cooperative group, class</p> <p>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 or a personal experience related situation. 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 Product/Performance: 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 Product/Performance: Students will compose a friendly letter as though writing to a friend or relative in the country they just arrived from Standard: Teacher created rubric</p>	
<p><u>Other possible topics for ELL Grasps:</u> <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 _x_ (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. 		

Materials		
Newcomer/Beginning	Intermediate	Intermediate High/ Advanced
<p><u>Newcomer</u></p> <ul style="list-style-type: none"> • Reading A to Z program • REWARDS • Spelling Workout Level A • Phonics Fun Songs • Oxford Picture Dictionary Resources <p><u>Beginning</u></p> <ul style="list-style-type: none"> • Reading A to Z program • REWARDS • Spelling Workout Level B • SIM/paraphrasing/paragraph writing • Step Up to Writing • Time for Kids • National Geographic 	<ul style="list-style-type: none"> • *in addition to 6th grade core resources • REWARDS • Spelling Workout Level B/C • SIM/paraphrasing/paragraph writing • Time for Kids • National Geographic • Avenues 	<ul style="list-style-type: none"> • *in addition to 6th grade core resources • Spelling Workout Level C/D • SIM/paraphrasing/paragraph writing • Time for Kids • National Geographic • Avenues

<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</p>	<p>Formative Assessment</p>
<p>Newcomer/Beginner Low/Beginner High</p> <p>The student comprehends literal or inferred meaning from text by R [6] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions* 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.)* 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</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	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 [6] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details.* R [4] 2.4.2 Restating and summarizing information after reading a text or identifying accurate restatements and summaries 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 [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	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] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details.*</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] 2.1.5 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] 2.7.5 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 (INCOMPLETE - TBA)

GRASPS (mainstream 6th grade)	ELL Adaptations	GRASPS (ELL)
<p><i>One to two page research paper on topic of interest from Roaring 20s or Turbulant 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 Vanderbuilt</i> - <i>Monopolies</i> - <i>Inventions</i> - <i>Populus 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. Character sketch – Create a fictional character from this era</i></p>	<p>Newcomer – Focus on the sketch of the 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><u>Monolingual/Beginning</u> Goal: To inform Role: Researcher Audience: Peers, parents, teacher Situation: Museum Walk regarding one of the above topics. Product/Performance: The display should reflect the student’s ability level. Standards: Teacher created rubric</p>
<p><u>Other possible topics for ELL 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>Intermediate</u> Goal: To inform Role: Researcher Audience: Peers, parents, teacher Situation: Museum Walk 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 Creator 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 ultimate effects. Standards: Teacher created rubric</p>

Materials		
Newcomer/Beginning	Intermediate	Intermediate High/ Advanced
<p><u>Newcomer</u></p> <ul style="list-style-type: none"> • Reading A to Z program • REWARDS • Spelling Workout Level A • Phonics Fun Songs • Oxford Picture Dictionary Resources <p><u>Beginning</u></p> <ul style="list-style-type: none"> • Reading A to Z program • REWARDS • Spelling Workout Level B • SIM/paraphrasing/paragraph writing • Step Up to Writing • Time for Kids • National Geographic 	<ul style="list-style-type: none"> • *in addition to 6th grade core resources • REWARDS • Spelling Workout Level B/C • SIM/paraphrasing/paragraph writing • Time for Kids • National Geographic • Avenues 	<ul style="list-style-type: none"> • *in addition to 6th grade core resources • Spelling Workout Level C/D • SIM/paraphrasing/paragraph writing • Time for Kids • National Geographic • Avenues

6th Grade ELL LA Curriculum Semester 2 Unit 3	
Enduring Understanding:	Essential Questions:
Language Arts Focus: Reading: Writing: Grammar: Vocabulary: Modified to fit language level	Social Studies Focus:

Alaska ELP Standards	
Beginner Low	Beginner High
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	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	Formative Assessment
Newcomer/Beginner Low/Beginner High <u>Reading</u> <u>Writing</u> W [3] 1.2.4 Students will use diagrams, charts or illustrations with captions or labels to convey information. (ASD)	Newcomer/Beginner Low/Beginner High <ul style="list-style-type: none"> • T.P.R. for Vocab. • K.I.M. – Pictograph • Partner/group share • Think Pair Share • Charades • Think/pair share • Fast Write • TPR • Get Down With Words • Journal 	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 • Monolingual strategies plus: • Exit slip • Informal Reading Inventory with students One line summary

<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	Formative Assessment
<p>Intermediate</p> <p><u>Reading</u></p> <p><u>Writing</u></p>	<p>Intermediate</p> <ul style="list-style-type: none"> • Think Pair Share • Anecdotal notes • Fast Write • KWL • GDWW • T-Chart • Charades • Journal • Sentence Sequencing • Rally Robin (Writing) 	<p>Intermediate</p> <ul style="list-style-type: none"> • Written response in a paragraph • Seminar • Informal Reading Inventory with students of concern

<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	Formative Assessment
<p>Intermediate High/Advanced</p>	<p>Intermediate High/Advanced</p> <ul style="list-style-type: none"> • TPR • KWL • Detailed organization strategy • GDWW • Sentence Sequencing • Charades • T-Chart • Journal 	<p>Intermediate High/Advanced</p> <p>Align with ASD curriculum</p>

INTEGRATED CULMINATING PROJECT

GRASPS (original)	ELL Adaptations	GRASPS (ELL)

Materials		
Newcomer/Beginning	Intermediate	Intermediate High/ Advanced
<p><u>Newcomer</u></p> <ul style="list-style-type: none"> • Reading A to Z program • REWARDS • Spelling Workout Level A • Phonics Fun Songs • Oxford Picture Dictionary Resources <p><u>Beginning</u></p> <ul style="list-style-type: none"> • Reading A to Z program • REWARDS • Spelling Workout Level B • SIM/paraphrasing/paragraph writing • Step Up to Writing • Time for Kids • National Geographic 	<ul style="list-style-type: none"> • *in addition to 6th grade core resources • REWARDS • Spelling Workout Level B/C • SIM/paraphrasing/paragraph writing • Time for Kids • National Geographic • Avenues 	<ul style="list-style-type: none"> • *in addition to 6th grade core resources • Spelling Workout Level C/D • SIM/paraphrasing/paragraph writing • Time for Kids • National Geographic • Avenues

6th Grade ELL LA Curriculum Semester 2 Unit 4	
Enduring Understanding:	Essential Questions:
Language Arts Focus: Reading: Writing: Grammar: Vocabulary: Modified to fit language level	Social Studies Focus:

Alaska ELP Standards	
Beginner Low	Beginner High
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	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	Formative Assessment
Newcomer/Beginner Low/Beginner High <u>Reading</u> <u>Writing</u>	Newcomer/Beginner Low/Beginner High <ul style="list-style-type: none"> • T.P.R. for Vocab. • K.I.M. – Pictograph • Partner/group share • Think Pair Share • Charades • Think/pair share • Fast Write • TPR • Get Down With Words • Journal 	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 • Monolingual strategies plus: • Exit slip • Informal Reading Inventory with students One line summary

<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	Formative Assessment
<p>Intermediate</p> <p><u>Reading</u></p> <p><u>Writing</u></p>	<p>Intermediate</p> <ul style="list-style-type: none"> • Think Pair Share • Anecdotal notes • Fast Write • KWL • GDWW • T-Chart • Charades • Journal • Sentence Sequencing • Rally Robin (Writing) 	<p>Intermediate</p> <ul style="list-style-type: none"> • Written response in a paragraph • Seminar • Informal Reading Inventory with students of concern

<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	Formative Assessment
<p>Intermediate High/Advanced</p>	<p>Intermediate High/Advanced</p> <ul style="list-style-type: none"> • TPR • KWL • Detailed organization strategy • GDWW • Sentence Sequencing • Charades • T-Chart • Journal 	<p>Intermediate High/Advanced</p>

INTEGRATED CULMINATING PROJECT

GRASPS (original)	ELL Adaptations	GRASPS (ELL)

Materials		
Newcomer/Beginning	Intermediate	Intermediate High/ Advanced
<p><u>Newcomer</u></p> <ul style="list-style-type: none"> • Reading A to Z program • REWARDS • Spelling Workout Level A • Phonics Fun Songs • Oxford Picture Dictionary Resources <p><u>Beginning</u></p> <ul style="list-style-type: none"> • Reading A to Z program • REWARDS • Spelling Workout Level B • SIM/paraphrasing/paragraph writing • Step Up to Writing • Time for Kids • National Geographic 	<ul style="list-style-type: none"> • *in addition to 6th grade core resources • REWARDS • Spelling Workout Level B/C • SIM/paraphrasing/paragraph writing • Time for Kids • National Geographic • Avenues 	<ul style="list-style-type: none"> • *in addition to 6th grade core resources • Spelling Workout Level C/D • SIM/paraphrasing/paragraph writing • Time for Kids • National Geographic • Avenues

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.