

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>8th Grade ELL LA Curriculum Semester 1- Unit 1</p>	<p>Finding My Place</p>
<p>Enduring Understanding: Exploring multiple perspectives leads to an appreciation and understanding of self and others.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What if all writing had the same perspective? • What would happen if people couldn't or didn't share their stories? • What can we learn about ourselves through the literature of another culture?
<p>Language Arts Focus: Reading: Elements of Fiction Writing: Personal Narrative Grammar: Nouns, Pronouns, Capitalization, Punctuation Vocabulary: Modified to fit language level</p>	<p>Social Studies Focus: Historiography (can be taught separately or in conjunction with “Three Worlds Meet” unit) Three Worlds Meet (history up to 1620) Colonization and Settlement (1585-1763)</p>

<p>Alaska ELP Standards Beginner Low</p> <p>Listening: 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.6-8.4Writing: WBL.6-8.1; WBL.6-8.2; WBL.6-8.3; WBL.6-8.4</p>	<p>Beginner High</p> <p>Listening: 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>
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GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Newcomer/ Beginner Low/ Beginner High</p> <p>Writing W [3] 1.1.1 <u>Identify</u> / <u>Write</u> complete sentences in simplest form with a subject and a predicate W [3] 1.3.1 Write a variety of complete, simple sentences (i.e., statement, question, exclamation, command) W [3] 1.1.5. Develop strategies to plan for writing (i.e., brainstorming, webbing, drawings, and lists, etc.) in the pre-writing stage. W [3] 1.1.3 Write (and/or illustrate) a story (personal narrative) with a beginning, middle, and end. W [3] 1.1.3 Students will edit (identify and correct) writing the following mistakes: a. High-frequency spelling words, including homophones. b. Capitalization, punctuation c. Grammar (subject-verb agreement)</p> <p>Reading R [3] 1.1.3 Obtaining information using text features including pictures (illustrations for text) and visual clues (e.g., bolded or italicized text, chapter titles) R [3] 1.8.1 Identifying or describing problem and solution, main characters, and setting in fiction. R [3] 1.4 a. Retell or dramatize a story after reading it. b. Restate information after reading a text.</p>	<p>Newcomer/ Beginner Low/ Beginner High</p> <ul style="list-style-type: none"> • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g. Six traits of Writing/Step up to Writing) • Practice formulating and answering high level thinking questions (Bloom’s Taxonomy) • Write a personal story (narrative essay) • Students will read two short stores (e.g., High Point). • Word order in sentences: Sorting activity • Spelling list/test • “I am...” poem • Capitalization and Punctuation editing practice • Student dictates story to the teacher or more advanced partner. • Vocabulary/picture (KIM) • Writing Prompts: Students write on a variety of topics that relate to their personal lives: Students choose one or two pieces that they would like to “publish”: (A Memorable Family Event or Person, How I Got My Name, My First Loose Tooth, My First Bicycle Ride Without Training Wheels, My First Day of Middle School, My First Friendship, Qualities I Look For in a Friend, What Kind of Friend I Am, One of My Best Friends, Most Memorable Experience with My Friend) 	<p>Newcomer/ Beginner Low/ Beginner High</p> <ul style="list-style-type: none"> • Physical demonstrations (non-verbal responses – e.g.: Thumbs Up, Thumbs down) • Vocabulary quiz • Students will use graphic organizers to show their understanding (timelines, webs, Venn diagrams) • Students will turn these organizers into sentence and/or paragraphs • Samples of students’ narrative paragraphs

Alaska ELP Standards

Intermediate Low

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.6-8.3; WIL.6-8.4

GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Intermediate</p> <p><u>Writing</u> W [4] 2.3.1 Write a variety of simple and compound sentences using coordinating conjunctions (and, or, but, yet, etc.) to combine two independent clauses. W [3] 1.5. Develop strategies to plan for writing (i.e., webbing, drawings, lists, and outlines etc.) in the pre-writing stage. W [4] 2.2.1 Write a paragraph that maintains a focused idea (main idea) and includes details that support the main idea. W [6] 2.2.5 Students will use personal experiences, texts and media (example: encyclopedia, newspapers, internet, films) as sources for writing ideas and to gather information for research projects.</p> <p><u>Reading</u> R [6] 2.1.3 Obtain information using text features including illustrations, pictures, text structures (e.g., bold or italicized text, graphs, charts, headings, sub-headings). R [6] 2.1.8 Student will use a variety of reading strategies to comprehend informational text (e.g., skimming, scanning, focusing on bold headings, and locating specific information to support opinion) R [7] 3.9 Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections. R [6] 2.8 a. Define and identify plots, settings, and characters in fiction. b. Compare and contrast plots, settings and characters in a variety of works by a variety of authors.</p>	<p>Intermediate</p> <ul style="list-style-type: none"> • Practice formulating and answering high level thinking questions (Bloom’s Taxonomy) • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g. Six traits of Writing/Step up to Writing) • Tell a story from a character’s point of view. • Categorizing: (i.e.: Nouns/ pronouns) • Writing Frames • “I am…” poem • Using graphic organizers to choose subjects and organize ideas for writing. • Use a graphic organizer to describe the sequence of a story. • Autobiographical Power-point Presentation • Share a series of illustrations in sequence with the teacher or a partner to tell a story. • Writing Prompts: Students write on a variety of topics that relate to their personal lives: Students choose one or two pieces that they would like to “publish”: (A Memorable Family Event or Person, How I Got My Name, My First Loose Tooth, My First Bicycle Ride Without Training Wheels, My First Day of Middle School, My First Friendship, Qualities I Look For in a Friend, What Kind of Friend I Am, One of My Best Friends, Most Memorable Experience with My Friend) 	<p>Intermediate</p> <ul style="list-style-type: none"> • Entry/Exit Tests: (e.g.: Name a noun/pronoun) • Read and summarize material • Writing reflection in first and third person point of view • Accurately explain literary terms (e.g.: plot, character, setting, conflict) • Writing a multiple-paragraph memoir • Punctuation quiz • Editing quiz • Samples of students’ narrative paragraphs

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>Writing</u> W [6] 2.1.1 Write a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook), maintaining a focused idea as well as including supporting details. W [6] 2.1.3 Organize ideas logically to establish clear relationships within and between paragraphs: e.g., using transition words or phrases that reveal order of events (chronology), compare/contrast W [7] 3.3 Use the conventions of standard English, including grammar, sentence structure (subject/verb agreement), paragraph structure, punctuation, spelling, and usage in written work.</p> <p><u>Reading</u> R [7] 3.7 Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance in the story. ([7]3.7.1, [7]3.7.3)</p>	<p>Intermediate High/ Advanced</p> <ul style="list-style-type: none"> • Practice formulating and answering high level thinking questions (Bloom’s Taxonomy) • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g. Six traits of Writing/Step up to Writing) • Newspaper Search: Writing and identifying simple, complex, compound sentences • Word log/Personal Dictionary – Parts of Speech, synonyms/ antonyms (thesaurus use). • Writing Prompts: Students write on a variety of topics that relate to their personal lives: Students choose one or two pieces that they would like to “publish”: (A Memorable Family Event or Person, How I Got My Name, My First Loose Tooth, My First Bicycle Ride without training wheels, My First Day of Middle School, My First Friendship, Qualities I Look For in a Friend, What Kind of Friend I Am, One of My Best Friends, Most Memorable Experience with My Friend) 	<p>Intermediate High/ Advanced</p> <ul style="list-style-type: none"> • Writing multiple paragraphs leading to personal narrative essay • Read and summarize material • Accurately explain literary terms (e.g.: plot, character, setting, conflict) • Samples of students’ narrative paragraphs • Editing quiz • Vocabulary quiz • Punctuation quiz

INTEGRATED CULMINATING PROJECT

GRASPS (Mainstream 8th grade)	ELL Adaptations	GRASPS (ELL)
<p><u>Summative Assessment</u> <i>Your parent has asked you to add a page to the family history. Think back to a “phase” you went through in your life that you remember clearly. Visit with friends and family members to revitalize your memory. Write a narrative [autobiography] describing in detail this “phase” to include in a family history.</i> Goal: To reminisce about a “phase” Role: A valued family member Audience: Readers of the family history Situation: You have been asked to contribute to the family history Product/Performance: “Phase” autobiography Standards (Key elements for assessment/rubric):</p> <ul style="list-style-type: none"> • MOVIES • Six Traits of Writing • Step Up to Writing • Socratic Seminar <p>Social Studies Connections:</p> <ul style="list-style-type: none"> • Read a variety of Native American myths and legends • Discuss how legend reflects the native culture it comes from • Compare legends/myths using Venn diagrams • Make poster of one tribe and present to class 	<p><u>Newcomer</u></p> <ul style="list-style-type: none"> • Hear and read an autobiography • Illustrate the autobiography (comic book style) and use simple captions (brainstorm as a class) to describe. • Create a comic book for a story from student’s life (pictures and simple captions – some provided by teacher) • Share story with class. <p><u>Beginning</u></p> <ul style="list-style-type: none"> • Hear and read an autobiography • Illustrate (comic book style) and provide simple captions. • Create a comic book for a story from student’s life • Share story with class. <p><u>Intermediate</u></p> <ul style="list-style-type: none"> • Read an autobiography • Classroom discussion • Create more in depth captions and illustrations as summary for the autobiography (cause/effect, perspective etc) • Use the visual/caption format to draft student’s biography story. • Write autobiography in paragraph form – including descriptive writing. • Present autobiography to class (with or without visual) <p><u>Intermediate High/Advanced</u></p> <ul style="list-style-type: none"> • Same as above, but with less emphasis on picture and more emphasis on written work. • Also, students should use complex and compound sentences. 	<p><u>Newcomer/ Beginner</u> Goal: Share cultural backgrounds and personal experiences Role: Newly emigrated family members Audience: Readers of family history, family and classmates Situation: The class will be compiling autobiographies of each student along with biographies of 2 additional members of each family. Product: One autobiographical or biographical paragraph for each family member. These will be used to create a book. (May use cloze/framed paragraphs) Standards: MOVIES - emphasize mechanics and sentence fluency.</p> <p><u>Intermediate</u> Goal: Learn about childhood memories of an adult (family, community) Role: Family member Audience: Readers of family/ classmates/ community Situation: You’re a storyteller retelling a story from your ancestor’s perspective. Product: Oral Presentation from written narrative. Standards: Six Traits/MOVIES rubric for written; rubric for oral.</p> <p><u>Intermediate High/Advanced</u> Goal – Show why a biographical or historical event happened Role – Cartoonist/children’s author Audience – Children (little brother/sister, etc.) Situation – You are a cartoonist or children’s author who will retell a history-based story (cause and effect), so that young children can understand it. Product – Comic strip/picture book Standards – See ELP standard section, rubric</p>

<p>8th Grade ELL LA Curriculum Semester 1- Unit 2</p>	<p>Having the Courage to Change</p>
<p>Enduring Understandings: Developing courage empowers me to change the world.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> To what extent can writing elicit change? How can literature inspire us to be courageous? What if no one ever took a stand?
<p>Language Arts Focus: Reading: Elements of Non-Fiction Writing: Descriptive Essay, Persuasive Business Letter Grammar: Verbs, Adverbs, Verbal Phrases, Capitalization, Punctuation Vocabulary: Modified to fit language level</p>	<p>Social Studies Focus: Colonization and Settlement (1585-1763) Revolution and New Nation (1754-1801)</p>

<p>Alaska ELP Standards Beginner Low</p> <p>Listening: 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.6-8.4Writing: WBL.6-8.1; WBL.6-8.2; WBL.6-8.3; WBL.6-8.4</p>	<p>Beginner High</p> <p>Listening: 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>
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GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Newcomer/ Beginner Low/ Beginner High</p> <p>Writing W [3] 1.1.2. Write a paragraph on a single topic with two or more supporting details. W [3] 1.4.1 Rearrange and/or add supporting details to improve clarity, making chronological sequence clear.</p> <p>Reading R [5] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal comprehension questions. R [3] 1.1.1 Reading regularly spelled, multi-syllabic words, of at least three syllables, using decoding skills, including knowledge of letter/sound relationships (i.e., phonics, word structure, root or base words, prefixes, suffixes, rhyming words) and language structure (word order and grammar) R [3] 1.7.1 Distinguishing between fiction/nonfiction, prose/poetry, short story/drama. R [4] 2.8.3 Students will begin to compare and contrast information on a single topic from several sources.</p>	<p>Beginner Low/Beginner High</p> <ul style="list-style-type: none"> Learning how to write a descriptive essay Pre-Writing: Six Traits of Writing/Step Up to Writing Write a descriptive essay: describe your new life in the U.S. to your relatives in another country Editing Practice: capitalization/end punctuation How to write a letter Vocabulary/picture (KIM) 	<p>Newcomer/ Beginner Low/ Beginner High</p> <ul style="list-style-type: none"> Write a Letter Descriptive writing practice – object/realia Vocabulary quiz

<p>Alaska ELP Standards</p> <p>Intermediate Low 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.6-8.3; WIL.6-8.4</p>

GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Intermediate</p> <p>Writing W [4] 2.1.1 Write a paragraph that maintains a focused idea and includes details that support the main idea. W [4] 2.1.4. Continue to write complex sentences</p> <p>Reading R [5] 2.7.2 Identifying or explaining the characteristics of fiction and non-fiction. R [5] 2.7.6 Students will compare and contrast the language, structure, and characteristics of fiction/non-fiction; poetry/prose R [5] 2.8.3 Students will compare and contrast information on a single topic from several sources and text forms. R [7] PS.3.4 Assess support of main idea R [7] PS.3.9 Support understanding of theme</p>	<p>Intermediate</p> <ul style="list-style-type: none"> • Compound sentence practice • Create compound sentences as a class. • Give facts/opinions as a class • Paragraph order/organization – Put the sentences in order (Step Up to Writing/Six Traits of Writing) • 	<p>Intermediate:</p> <ul style="list-style-type: none"> • Samples of summary paragraphs and essays • Student will choose the topic and the audience for descriptive writing.. • Write a multi-paragraph persuasive letter to convince someone to change. (Example: Write a letter to the principal to allow students to have a longer lunch.) • Students will use compound sentences in their writing. • Business letter vs. friendly letter format • Punctuation quiz • Editing quiz • Writing frames

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>Writing</u> W [6] 2.1.3 Organize ideas logically to establish clear relationships within and between paragraphs: e.g., using transition words or phrases that reveal order of events (chronology), compare/contrast, and descriptive.</p> <p>W [6] 2.4.5 Students will use language of the six analytical traits (conventions, fluency, ideas, organization, voice, and word choice) to plan and revise writing with peers. (ASD)</p> <p>W [7] 3.1.2 Write in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement.</p> <p><u>Reading</u> R [6] 2.7.2 Identifying or explaining the characteristics of fiction and non-fiction, prose and poetry. R [6] 2.7.5 Students will compare and contrast the language, structure, and characteristics of fiction/non-fiction; poetry/prose. R [6] 2.8.3 Students will compare, contrast, and analyze information from several sources and text forms.</p>	<p>Intermediate high/ Advanced</p> <ul style="list-style-type: none"> • Complex sentences practice • Formulating or answering high level thinking questions (Bloom’s Taxonomy) • Differentiating facts and opinions • Supporting evidence for arguments • Movie critic/rating for TV commercials/ pictures • Reading journal: point-of view • Note-taking strategies (e.g.: 2-column notes, etc) • Word log – parts of speech, synonyms/ antonyms (thesaurus use). • Comparing business letter vs. friendly letter format • 	<p>Intermediate High/ Advanced</p> <ul style="list-style-type: none"> • Vocabulary quiz. • Writing summaries of texts of different lengths and difficulty. • Proofreading exercise. • Descriptive (5 Steps of Writing) • Students will present information in a persuasive speech. • Some people think that wealthy people should share their fortune with people in need. What is your opinion? Explain. • Choose two non-fiction pieces you have read on the same theme. Use a diagram to show their relationships and things that they have in common.

INTEGRATED CULMINATING PROJECT

GRASPS (mainstream 8th grade)	ELL Adaptations	GRASPS (ELL)
<p>Could be used for Intermediate/ Advanced ELLS]</p> <p>A family from England has written to you asking for input about the “new world”. In a cooperative group, write to this family from the perspective of a man, woman, or child in Jamestown. Describe your thoughts, feelings, and sensory experiences about life in your colony so this family can assess whether they should join you.</p> <p>Goal: To inform Role: Man, woman, or child in Jamestown Audience: European relatives Situation: Relatives want to learn about life in “new world”. Product/Performance: Three letters per cooperative group Standards: Key elements for assessment/rubric: accurate historical detail; strong, appropriate voice; descriptive details</p>	<p>MODIFICATIONS for Beginners:</p> <ul style="list-style-type: none"> • A similar activity could be done with newcomers/beginners relating their experiences in the US to family members in another country. • For newcomers, a cloze letter from student to a family member could be created. Use with a word bank to help students relate their experiences in the US. 	<p><u>Intermediate</u></p> <p>Goal – Inform your family member how you feel about a historical event. Role - You are a Native American or American Colonist (assigned by teacher) Audience – A family member Situation – You have just witnessed a historical event. (i.e.: you were on the Mayflower when it landed at Plymouth) Product – Friendly letter Standards – See ELP standard section.</p> <p>G – Describe your experience R – Explorer A – Future Generations S – You are exploring a “New World”– how will you go about surviving? P – Journal entries/travel log S – Six Traits Rubric</p>

<p>8th Grade ELL LA Curriculum Semester 2- Unit 3</p>	<p>Establishing Rights and Responsibilities</p>
<p>Enduring Understandings: Becoming a constructive member of society leads to a better understanding of my rights and responsibilities.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • To what extent can an individual influence society? • Why is being literate essential to making an informed decision? • Are rights and responsibilities absolute?
<p>Language Arts Focus: Reading: <i>Fever 1793</i> and <i>An American Plague</i> Writing: Compare/Contrast Essays/Speeches Grammar: Prepositions, Conjunctions, Interjections, Sentence Structure Vocabulary: Modified to fit language level</p>	<p>Social Studies Focus:</p> <p>Revolution and New Nation (1754-1801) Civics</p>

<p>Alaska ELP Standards Beginner Low</p> <p>Listening: 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.6-8.4Writing: WBL.6-8.1; WBL.6-8.2; WBL.6-8.3; WBL.6-8.4</p>	<p>Beginner High</p> <p>Listening: 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>
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GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Newcomer/ Beginner Low/ Beginner High</p> <p>Writing 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>Reading R [4] 2.3.1 Reading orally with rhythm, flow, and expression, showing understanding of punctuation and other conventions of print. R [4] 2.8.2 Compare and contrast plot, setting, and characters in different stories across a variety of works by a variety of authors.</p>	<p>Beginner Low/Beginner High</p> <ul style="list-style-type: none"> • Venn Diagram: Compare and contrast life here in America or Alaska and life in another country/ state • Rally write: Partners take turns writing one idea on the topic and rally back and forth without talking/timed • Think, Pair, Share (Kagan Strategy) Literature responses • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g. Six Traits of Writing/Step Up to Writing) • 	<p>Newcomer/ Beginner Low/ Beginner High</p> <ul style="list-style-type: none"> • Thumbs-up/ Down/ Sideways • Exit slips • Vocabulary quiz • Editing quiz • Grammar quiz • One-on-One Conferences (reading or writing) • Compare/contrast two pieces of literature (Venn Diagram, illustrations, dictation, etc.)

<p>Alaska ELP Standards</p> <p><u>Intermediate Low</u> 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.6-8.3; WIL.6-8.4</p>
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GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Intermediate</p> <p><u>Writing</u> W [5] 2.1.3 Organize ideas logically to establish clear relationships within and between paragraphs (ex: using transition words or phrases that reveal order or chronology) W [5] 1.1.4 Students will continue to write complex sentences (e.g.: using adjective, adverbs, and clauses)</p> <p><u>Reading</u> R [5] 2.3.1 Reading orally with rhythm, flow, and expression, showing understanding of punctuation and other conventions of print. R [5] 2.8.2 Compare and contrast plot, setting, and characters in different stories across a variety of works by a variety of authors.</p>	<p>Intermediate</p> <ul style="list-style-type: none"> • Venn diagram: Compare/contrast • Read a biography of a person without the rights we have today (i.e., MLK Jr., Susan B. Anthony, etc.) Compare/contrast to the rights we have today. • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g. Six Traits of Writing/Step Up to Writing) • KIM Sheets or other vocabulary development activities • Word log/Word wall – parts of speech, synonyms/ antonyms (dictionary/thesaurus use). 	<p>Intermediate:</p> <ul style="list-style-type: none"> • One paragraph summary • Timed fast write • Given two topics, students will complete a Venn diagram and respond in paragraph form. • Vocabulary quiz • Grammar quiz

<p>Alaska ELP Standards</p> <p>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</p>
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GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Intermediate High/ Advanced</p> <p>Writing 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>Reading R [4] 2.3.1 Reading orally with rhythm, flow, and expression, showing understanding of punctuation and other conventions of print. R [6] 2.8.2 Compare and contrast plot, setting, and characters in different stories across a variety of works by a variety of authors. R [7] 3.3.3 Connect new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (cells get energy from glucose just as cars get energy from gas)</p>	<p>Intermediate high/ Advanced</p> <ul style="list-style-type: none"> • Venn diagram: Compare/contrast • Read a biography of a person without the rights we have today (i.e., MLK Jr., Susan B. Anthony, etc.) Compare/Contrast to the rights we have today. • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g. Six Traits of Writing/Step Up to Writing) • KIM Sheets or other vocabulary development activities • Word log/Word wall – parts of speech, synonyms/ antonyms (dictionary/thesaurus use). 	<p>Intermediate High/ Advanced</p> <ul style="list-style-type: none"> • One paragraph summary • Timed fast write • Given two topics, students will complete a Venn diagram and respond in multiple-paragraph. • Vocabulary quiz

INTEGRATED CULMINATING PROJECT

GRASPS (<i>mainstream 8th grade</i>)	ELL Adaptations	GRASPS (ELL)
<p><i>You are a teen advocate for social change. Prepare an oral presentation (e.g. panel discussion, debate, persuasive speech, mock trial) that defends your written thesis.</i> Goal: To persuade</p> <p>Role: Teen advocate</p> <p>Audience: Your community</p> <p>Situation: You have been selected by your peers to voice your opinion about a controversial issue.</p> <p>Product/Performance: Oral presentation</p> <p>Key elements for assessment/rubric:</p> <ul style="list-style-type: none"> • Attention-getting “hook” • Clearly stated opinion (thesis) • 3 -5 reasons (evidence based support) • Strong ending • Public speaking skills (timing, eye contact, body language, voice level) <p><i>*Teacher Note: Suggested topics include: school uniforms, curfew, cell phone usage, HSGQE, homework policies, skateboard parks, GPA for extracurricular activities, legal age for drinking/smoking, mandatory summer school, extended school year, and driver’s license age</i></p>	<p><u>Other Possible Topics for GRASPS for ELLs</u></p> <ul style="list-style-type: none"> • Natural disaster planning • Classroom Bill of Rights • Writing a constitution (for a country or a class) • 	<p>Goal: Write a newspaper cover article or radio presentation Role: Reporter Audience: Community Situation: You are reporting the news to your community about the current outbreak of yellow fever. You need to tell community members how to keep themselves safe in this situation. Product/Performance: Multiple paragraph article or radio presentation script Standards: Teacher-created rubric</p>

<p>8th Grade ELL LA Curriculum Semester 2- Unit 4</p>	<p>Building Towards Success</p>
<p>Enduring Understanding:</p> <p>Setting goals and high expectations expand my possibilities for the future.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How to reading and writing generate more options for my future? • To what extent are the past, present, and future connected? • How do you bring a dream to life?
<p>Language Arts Focus: Reading: Media Literacy, Reading for Understanding Writing: Research Project Grammar: Sentence and its Parts, Subject-Verb Agreement Vocabulary: Modified to fit language level</p>	<p>Social Studies Focus: Civics Expansion and Reform (1801-1861)</p>

<p>Alaska ELP Standards</p>	
<p>Beginner Low Listening: 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.6-8.4Writing: WBL.6-8.1; WBL.6-8.2; WBL.6-8.3; WBL.6-8.4</p>	<p>Beginner High Listening: 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>

GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Newcomer/ Beginner Low/ Beginner High</p> <p>Writing W [4] 2.1.2 Organize ideas logically 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. (ASD) W [3] 1.4.3 Student will use available technology to write, revise and publish some pieces of writing. W [3] 1.5.1 Listing sources or authors and titles of books and other materials when used as references in written work.</p> <p>Reading R [3] 1.1.3 Obtaining information using text features including pictures (illustrations for text) and visual clues (e.g., bolded or italicized text, chapter titles)</p>	<p>Beginner Low/Beginner High</p> <ul style="list-style-type: none"> • Practice searching for sources in books and websites. • Conduct family interviews • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g. Six Traits of Writing/Step Up to Writing) • Using note taking strategies (e.g., two column notes, word web) • Citing sources 	<p>Newcomer/ Beginner Low/ Beginner High</p> <ul style="list-style-type: none"> • Complete cloze paragraphs (comprehension) • Editing quiz • Vocabulary quiz • Outline/plan/storyboard for research paper

Alaska ELP Standards

Intermediate Low

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.6-8.3; WIL.6-8.4

GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Intermediate</p> <p>Writing W [6] 2.1.3 Organize ideas logically to establish clear relationships within and between paragraphs (ex: using transition words or phrases that reveal order or chronology) 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] 1.1.4 Students will continue to write complex sentences (e.g.: using adjective, adverbs, and clauses) W [5] 2.4.3 Student will use available technology to write, revise and publish some pieces of writing. W [6] 2.5.1 Giving credit for others’ ideas, images, and information by citing title and source (e.g., author, storyteller, translator, songwriter, or artist)</p> <p>Reading R [5] 2.3.1 Reading orally with rhythm, flow, and expression, showing understanding of punctuation and other conventions of print. R [6] 2.1.3 Obtain information using text features including illustrations, pictures, text structures (e.g., bold or italicized text, graphs, charts, headings, sub-headings).</p>	<p>Intermediate</p> <ul style="list-style-type: none"> • Movie critic/rating for TV commercials/ pictures • Book and web-based research • Citation/bibliography format • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g. Six Traits of Writing/Step Up to Writing) • Using note taking strategies (e.g., two column notes, word web) 	<p>Intermediate</p> <ul style="list-style-type: none"> • Students will find at least 3 pieces of research to support their opinion (book/web-based) • Writing summaries of materials read. • Editing quiz • Vocabulary quiz • Outline for research paper

<p>Alaska ELP Standards</p> <p>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</p>
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GLEs according to language development levels	Learning Activities	Formative Assessment
<p>Intermediate High/ Advanced</p> <p>Writing W [7] 3.1.1 Write a thesis statement that identifies the focus or control of an idea for the entire composition W [7] 3.1.2 Write in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement. W [6] 2.4.4 Student will use available technology to write, revise and publish some pieces of 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) W [8] 3.5.1 Giving credit for others’ ideas, images and multimedia information, including others’ ideas directly quoted or paraphrased by student, by citing sources, including author, title, publishing information and page number (using simplified MLA or APA style)</p> <p>Reading R [6] 2.1.3 Obtain information using text features including illustrations, pictures, text structures (e.g., bold or italicized text, graphs, charts, headings, sub-headings).</p>	<p>Intermediate High/ Advanced</p> <ul style="list-style-type: none"> • Complex sentences practice • Formulating or answering high level thinking questions (Bloom’s Taxonomy) • Differentiating facts and opinions • Author’s point of view through short stories and poems • Supporting evidence for arguments • Movie critic/rating for TV commercials/ pictures • Book reading log • Pre-writing activities: timeline, Venn diagram, webs, organization (e.g. Six traits of Writing/Step up to Writing) • Using note taking strategies (e.g., two column notes, word web) • Citation/bibliography format 	<p>Intermediate High/ Advanced</p> <ul style="list-style-type: none"> • Writing summaries of materials read • Vocabulary quiz • Editing quiz • Vocabulary quiz • Outline for research paper

INTEGRATED CULMINATING PROJECT

GRASPS (mainstream 8 th grade)	ELL Adaptations	GRASPS (ELL)
NA		<p><u>Newcomer/Beginning Low/Beginning High</u></p> <p><u>Interview an adult: e.g. childhood memories</u></p> <p>Goal: Learn about childhood memories of an adult (family, community)</p> <p>Role: Family member</p> <p>Audience: Readers of family/ classmates/ community</p> <p>Situation: You're a storyteller retelling a story from your ancestor's perspective.</p> <p>Product: Oral Presentation from written narrative.</p> <p>Standards: MOVIES for written; rubric for oral.</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

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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.

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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.