



**SCHOOL DISTRICT U-46
ELL DEPARTMENT**

**Proposal to Adopt
7th Grade Dual Language
Spanish Language Arts
Curriculum Framework and
Instructional Resources**

**Artes del Lenguaje en
Español**



**Board of Education Presentation
April 25, 2016**

Presenters:

Dr. Suzanne Johnson, Assistant Superintendent for Teaching and Learning

Dr. Annette Acevedo, Director of English Language Learners Program

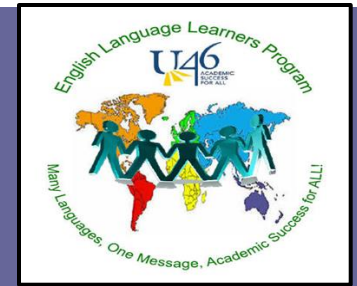
Patricia Makishima, Coordinator of English Language Learners Initiatives

Cesar Quintanilla, Ellis Middle School Dual Language Teacher

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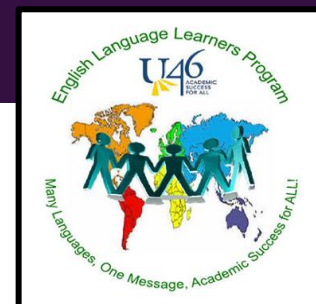
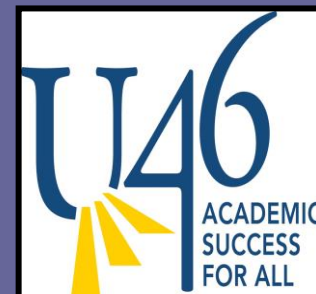


This proposal is for adoption of a Spanish Language Arts Curriculum Framework aligned to the Spanish Language Arts (SLA) Common Core State Standards and Spanish Language Development (SLD) Standards. This curriculum is in response to **School District U-46's Board of Education 80:20 Dual Language Policy** adopted in July 2014, which includes dual language programming from preschool through 12th grade.



7th Grade Dual Language Spanish Language Arts Curriculum Framework Committee Members

Dr. Annette Acevedo	ESC	ELL Director
Celia Banks	ESC	Bilingual Coordinator of Literacy K-6
Regina Crespo	Larsen Middle School	Principal
María Chamorro	ESC	ELL Instructional Coach
Jesús Díaz Peña	Canton Middle School	MS Bilingual Teacher
Jessica Escalante	Larsen Middle School	MS Bilingual Teacher
Juan Figueroa	Ellis Middle School	MS Bilingual Teacher
Martha Guihan	Larsen Middle School	ELL Lead Teacher
Jackie Johnson	ESC	Coordinator for Secondary Literacy & Libraries
Patricia Makishima	ESC	ELL Coordinator
Annabell Morales	Kimball Middle School	ELL Lead Teacher
Emmanuel Pérez	Creekside Elementary School	5 th /6 th DL Teacher
Mario Pestaña	ESC	ELL Coordinator
Cesar Quintanilla	Ellis Middle School	DL MS Teacher
Nataly Rodríguez	McKinley Elementary School	5 th /6 th DL Teacher
Sylvia Rodríguez	ESC	ELL Coordinator
Bertha Torres	Ellis Middle School	Assistant Principal
Wilma Valero	ESC	ELL Consultant



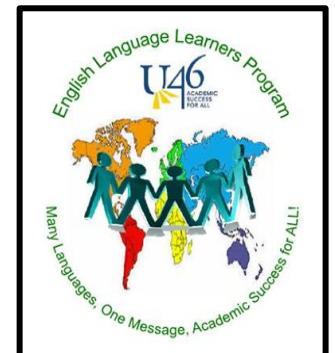
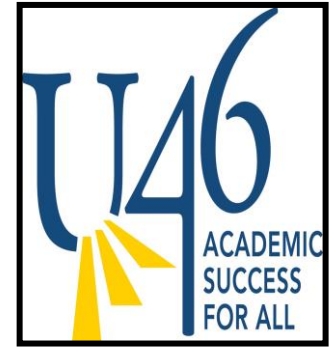
-COURSE-

7TH GRADE
DUAL LANGUAGE
SPANISH LANGUAGE ARTS (SLA)
ARTES DEL LENGUAJE EN ESPAÑOL (ALE)



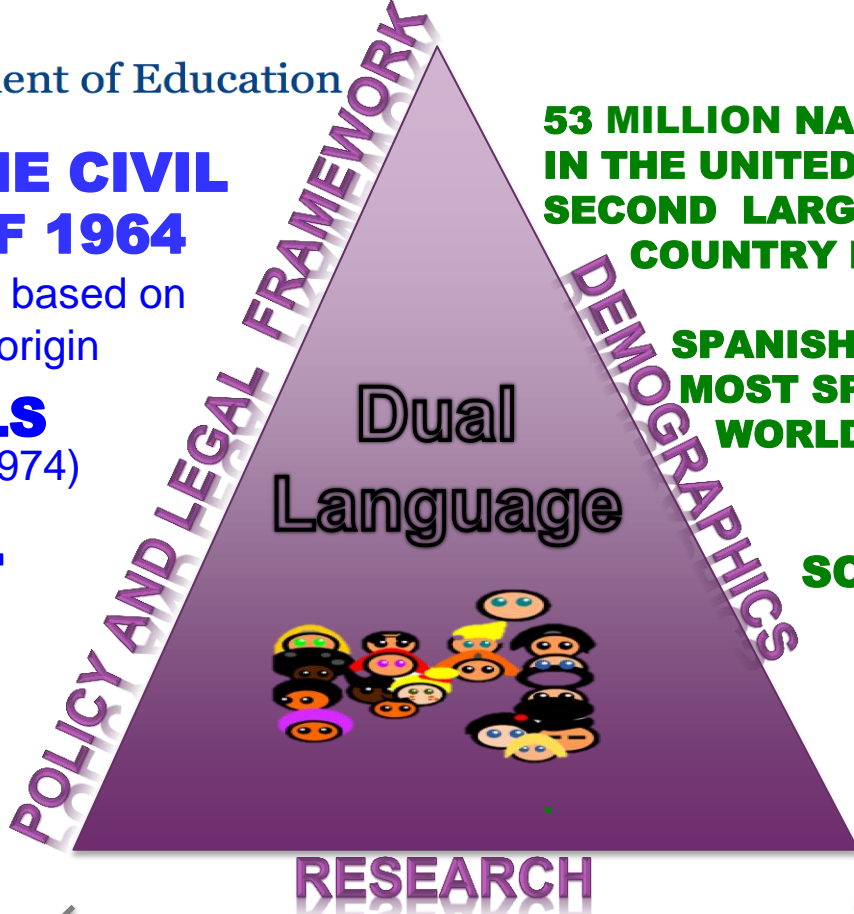
Seventh grade Spanish language arts focuses on literacy skill development through literature including fiction and non-fiction, composition, grammar concepts, vocabulary study, communication and research skills through the theme *People, Places and Environments*.

Spanish Language Arts (SLA) is aligned with School District U-46's ELL Standards-Based K-6 Thematic Units and the English Language Arts (ELA) Curriculum Framework.





U.S. Department of Education



TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Prohibits discrimination based on race, color, or national origin

LAU V. NICHOLS
(U.S. Supreme Court 1974)

CASTAÑEDA V. PICKARD

(5th Cir. 1981)

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 228
SUBTITLE A
SUBCHAPTER f

DL BOE POLICY



53 MILLION NATIVE SPANISH SPEAKERS IN THE UNITED STATES. IT IS NOW THE SECOND LARGEST SPANISH SPEAKING COUNTRY IN THE WORLD.

SPANISH IS THE SECOND MOST SPOKEN LANGUAGE IN THE WORLD.

Instituto Cervantes

SCHOOL DISTRICT U-46
52% LATINO
50% SPANISH AS A HOME LANGUAGE

2015-2016 Infinite Campus

RESEARCH

Dual language has been found to be the only method of second language acquisition to facilitate the full closure of the achievement gap between ELs and English speakers in primary and secondary education. Strictly structured and well-implemented dual language instruction across all subjects of the curriculum provides all students the opportunity to develop a deep academic proficiency in two languages, which will give them the tools to become highly-sought-after bilingual professionals in today's more globalized world. **THOMAS & COLLIER 2012** National Council for Languages and International Studies



ISBE ILLINOIS SEAL OF BILITERACY

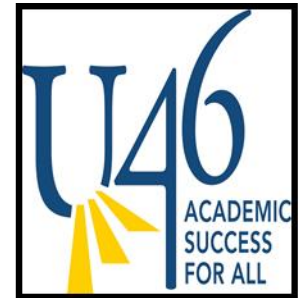


SLA / ALE

❑ SPANISH LANGUAGE ARTS- ISBE COMPLIANCE- FULL-TIME TBE PLACEMENT CRITERIA

The intentional and strategic use of the academic language of Spanish within the framework of Language Arts provides a deep understanding of the linguistic features of Spanish on a broader spectrum. This is conducive to increasing the number of dual language students who will be college and career ready, fully bilingual, bi-literate and with more opportunities for obtaining the **ILLINOIS SEAL OF BILITERACY AND DELE***. In addition, newcomer and ESL level 1 and 2 students will have the opportunity to participate in a program that addresses their language proficiency levels.

***DELE** – Diploma de Español como Lengua Extranjera - International Recognition - Sponsored by the Ministry of Education in Spain



-Learning Outcomes-

■ READING INFORMATIONAL AND LITERATURE:

- Text complexity
- Comprehension

■ WRITING:

- Text types
- Responding to reading
- Research

■ SPEAKING AND LISTENING:

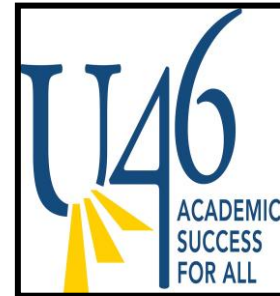
- Communication
- Collaboration

■ LANGUAGE:

- Conventions
- Grammar
- Vocabulary

Common Core Language Arts Demands

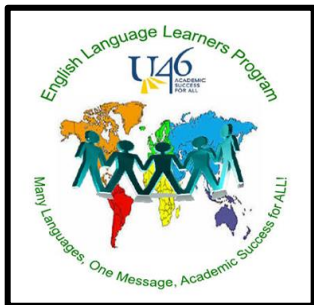
- Multi-modal
- Multi-genre
- Authentic Text
- Technology
- Performance Based
- Staircase of Complexity
- Authentic Learning Tasks
- Assessments
- Text Level



Key Components

Key Features

Theme and Overarching Essential Questions



Dual Language 7th Grade SLA/ALE

THEME

PEOPLE, PLACES AND ENVIRONMENTS

The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.

OVERARCHING ESSENTIAL QUESTIONS

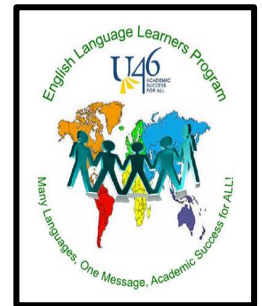
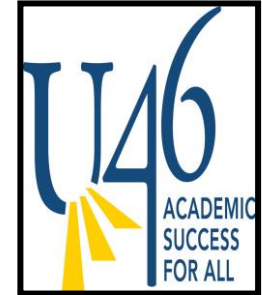
How are regions defined by various characteristics (e.g., physical, cultural, historic, linguistic, religious, economic, and political)?

How are historic, cultural, national or world regions differentiated from each other?



An Overview of the Framework

		Distrito Escolar U-46 Programa de Lenguaje Dual séptimo grado Marco del desarrollo de las Artes del Lenguaje en Español			
Tema central: Gente, lugares y ambientes					
Unidad Temática 1					
Marco temático de las Artes del Lenguaje en español: ¿Cómo la diversidad impacta el esquema de la historia o el cuento en el desarrollo de la identidad de los personajes? Enlace con las ciencias sociales: ¿Cómo la diversidad moldea a las personas?					
Instrucción Estandarizada	Lectura – Textos Literarios/Informativos	Escritura y producción de textos	Comprensión auditiva y expresión oral	Dominio de la lengua	
Estándares Estatales Comunes para las Artes del Lenguaje en Español – Estándares de Contenido y Expectativas de Grado Los Estándares Comunes Estatales de español reflejados en esta unidad reflejan el rigor de los estándares de las artes del lenguaje de español requeridos por la Junta Educativa del Estado de Illinois (ISBE por sus siglas en inglés).	7.L.2 Determina la idea central o los temas de un texto; provee un resumen de las ideas claves y detalles. 7.L.3 Explica las relaciones entre los diferentes textos y analiza cómo estas relaciones influyen en el desarrollo de los eventos, individuos y temas universales. 7.L.6 Reconoce e interpreta cómo los autores utilizan el lenguaje literario y las estrategias narrativas, el estilo del discurso, las técnicas persuasivas y la propaganda para lograr su propósito o punto de vista y evocar una respuesta emocional. 7.L.7 Integra y evalúa información, incluso visual y cuantitativa, presentada en diversos medios y formatos para desarrollar ideas, resolver conflictos y desarrollar una interpretación que va más allá de la que está explícitamente en el texto.	7.E.3 Escribe narrativas para desarrollar experiencias o eventos reales o imaginarios a través de técnicas efectivas, detalles descriptivos relevantes y una secuencia de eventos bien estructurada.	7.AO.1 Participa activamente en una variedad de discusiones colaborativas con diversos compañeros (en parejas, en grupos, guiadas por el maestro) sobre temas, textos y asuntos relacionados – aporta a las ideas de los demás y expresa las propias claramente. 7.AO.3 Delinea el argumento del hablante y sus puntos de vista al evaluar el razonamiento y la relevancia de la evidencia.	7.L.3 Utiliza conocimiento del lenguaje y las particularidades de la lengua al escuchar, hablar, leer o escribir. 7.L.5 Demuestra comprensión del lenguaje figurado, las relaciones entre palabras y su significado.	
Estándares del desarrollo del lenguaje español (DLE) Los estándares fueron escritos por el Consorcio WIDA para así reflejar el desarrollo auténtico del español dentro del contexto de los Estados Unidos.	Estándar 1 DLE El lenguaje social y de instrucción Los bilingües emergentes se comunican con fines sociales y de instrucción dentro del entorno escolar. Estándar 2 DLE El lenguaje de las artes de lenguaje Los bilingües emergentes comunican información, ideas y conceptos necesarios para el éxito académico en el área de las artes de lenguaje. Estándar 5 DLE El lenguaje de las ciencias sociales Los bilingües emergentes comunican información, ideas y conceptos necesarios para el éxito académico en el área de las ciencias sociales. Para los <i>Estándares del desarrollo del lenguaje español (DLE)</i> favor de hacer clic AQUÍ .				
Estándares que se utilizan para el Reporte de Progreso Estandarizado del Distrito Escolar U-46 (SBG por sus siglas en inglés)	Leer atentamente para citar, analizar e inferir apropiadamente para la tarea, el propósito y la audiencia	Producir escritos claros y consistentes apropiadamente para la tarea, el propósito y la audiencia	Presentar y responder a información apropiadamente para la tarea, el propósito y la audiencia	Demostrar dominio de la gramática, normas de uso y conocimiento del lenguaje apropiadamente para la tarea, el propósito y la audiencia	



An Overview of the Framework



School District U-46
7th Grade Dual Language Program
Spanish Language Arts Framework



Theme: People, Places, and Environments

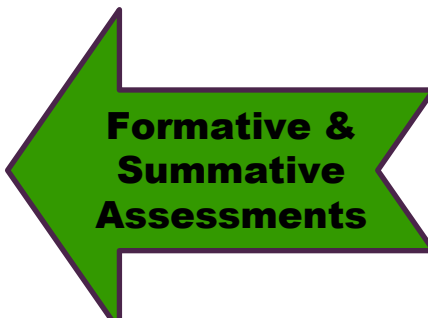
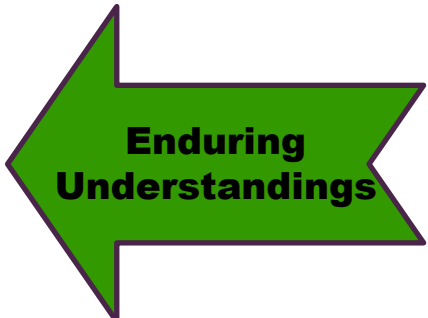
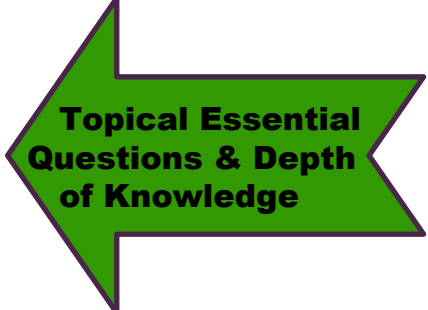
Thematic Unit 1

Spanish Language Arts Thematic Framework:
How does diversity impact the schema of a story in the development of characters' identity?
Link to Social Studies:
How does diversity shape people?

Standards-Based Instruction	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
Instructional Focus Standards - Spanish Language Arts CCSS: The CCSS for SLA reflect the rigor of the SLA standards required by the Illinois State Board of Education (ISBE)	7.L.2 Determine central idea or themes of a text; provide an objective summary including key ideas and details. 7.L.3 Explain the relationships between different texts and analyze how these relationships influence the development of events, characters and universal themes. 7.L.6 Recognize and interpret how the authors use literary language and narrative strategies, discourse style, persuasive techniques and propaganda to achieve their purpose or point of view and create an emotional reaction. 7.L.7 Integrate and evaluate information, including visual and quantitative, presented in diverse mediums and formats to develop ideas, solve conflicts and develop and interpretation that goes beyond what is explicitly written in the text.	7.E.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	7.AO.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 7.AO.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
The Spanish Language Development (SLD) strands were written by the WIDA Consortium to reflect authentic Spanish language development within a U.S. context.	SLD Standard 1 Social and Instructional Language Emergent bilinguals communicate for Social and Instructional purposes within the school setting SLD Standard 2 The language of Language Arts Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of Language Arts SLD Standard 5 The language of Social Studies Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of Social Studies Please click HERE for <i>The Spanish Language Development Standards</i> .			
SBG Standards	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.



Topical Essential Questions <i>Using evidence and in the role of:</i> <input type="checkbox"/> reader and writer/author <input type="checkbox"/> researcher <i>explain:</i>	How do readers react and respond to texts?	How do writers support their analysis and reflect through writing?	How do speakers and readers and writers demonstrate the use of Spanish in their communication?	How do readers and writers determine the meaning of unknown vocabulary?
Enduring Understandings	Readers analyze texts citing relevant details and considering syntax, writing structure, characters, events, and themes.	Writers use textual evidence and literary techniques to evaluate a piece of writing and justify their reflection.	Spanish language is adapted based on the purpose and context in which is used.	The meaning of unknown vocabulary is determined by analyzing the structure of the text and its context
Assessments	Formative		Summative	
	<ul style="list-style-type: none"> • Diagnostic assessment • Analyze how literary elements interconnect using clear and precise language • Determine the meaning of unknown words using the context of the text • Analyze writing structures using concept maps • Use the reader's/writer's notebook for critically analyzing text(s) within a framework of individual and collective reflection 	<ul style="list-style-type: none"> • Reflect upon a piece of literature: Analyze text and write • Create a presentation (drama, poem, documentary, etc.) based on the reflection and the analysis of literary texts 	<i>* Additional summative assessments will be developed by the Spanish Language Arts teachers per dual language site.</i>	
Learning Targets	<p>I can analyze how a drama or poem's form or structure contributes to its meaning.</p> <p>I can compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>I can demonstrate understanding of the meaning of words or phrases analyzing the context and structure of the text.</p> <p>I can draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>I can read, write and express myself at grade level.</p> <p>I can choose language that expresses ideas precisely and concisely and use a logical sequence.</p> <p>I can analyze and inquire how ideas in a text influence individuals or events or vice versa.</p>			



Common Terms Across Content Areas and Language Arts Specific

Tier 2

Tier 3

Essential Vocabulary

Compose
Identify
Reflect
Visualize
Infer
Analyze
Demonstrate
Support
Strengthen
Precise
Establish

Interpret
Transfer
Justify
Modify
Adapt
Utilize
In contrast
Due to/because of
Consequently
Apply

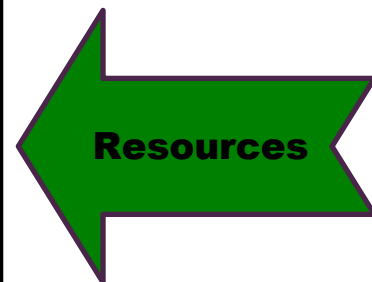
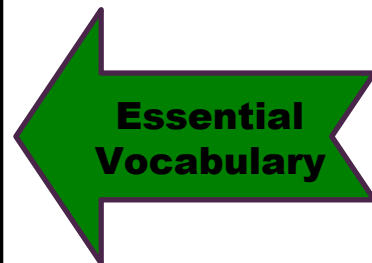
Interpretation
Bias
Opinion/Fact
Figurative language
Story elements
Compare and contrast
Edit
Revise
Plot
Environment
Text evidence

Sequence
Narrative/personal
narrative
Point of view
Theme
Main idea
Sensory details
Imagery
Protagonist
Antagonist

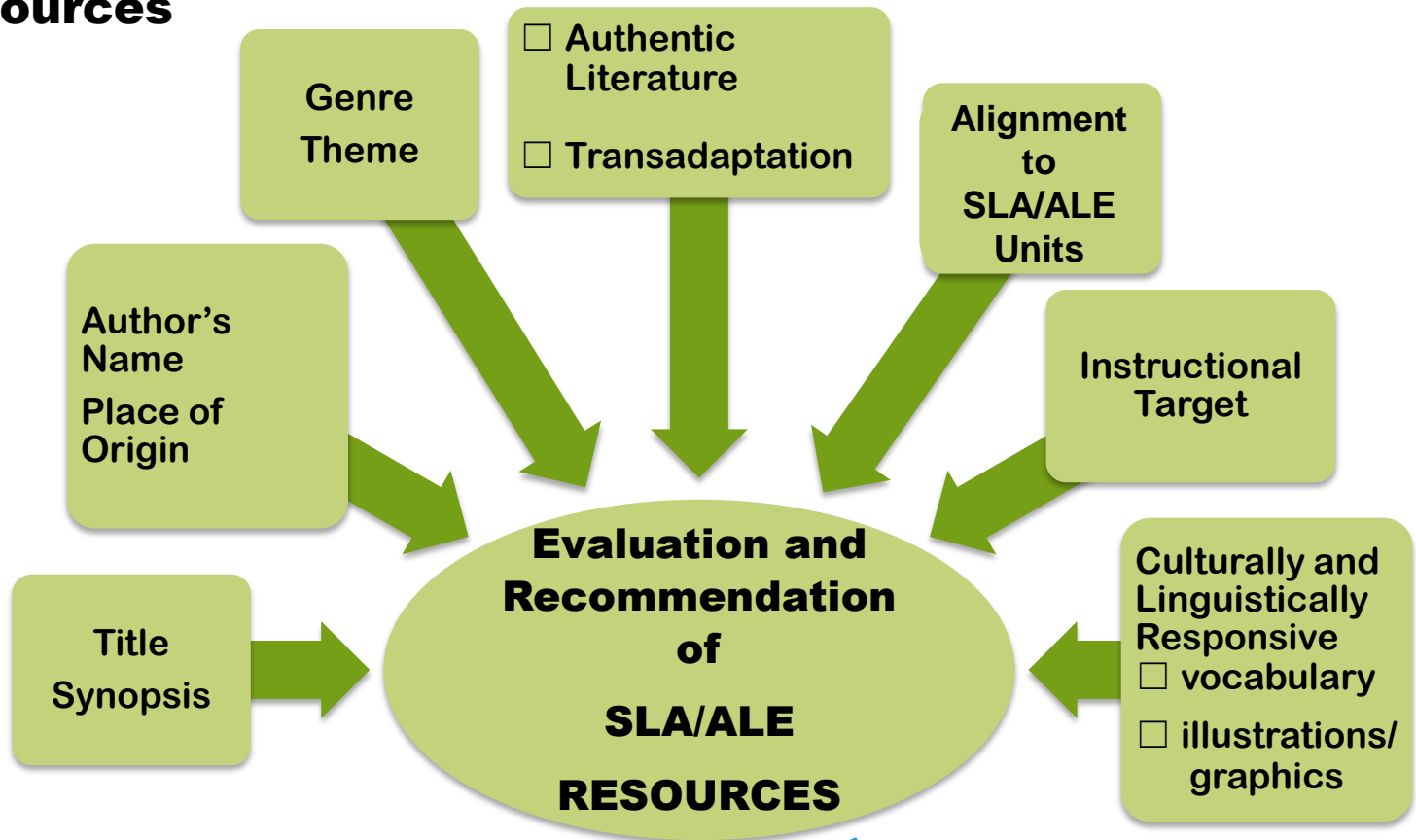
Please click [here](#) for a comprehensive list of 7th grade specific Tier 3 academic vocabulary in Spanish and English.

Resources

Authentic Latin American literature representing the different literary genres, such as: poetry, biography, narrative, legend, fable, nonfiction, fiction, etc.
The recommended literature will represent the high expectations of the 7th grade Spanish Language Arts curriculum, while simultaneously providing for differentiated instruction based on the class profile, including the students' interest and academic and linguistic skills.



Evaluation and Recommendation of District Adoption of SLA/ALE Learning Resources



Evaluation and Recommendation of District Adoption of SLA/ALE Learning Resources



School District U-46
Dual Language Program
FRAMEWORK FOR THE DEVELOPMENT OF SPANISH LANGUAGE ARTS (ALE)
SEVENTH GRADE
COMPENDIUM OF RESOURCES



Spanish Language Arts Thematic Framework:

How does diversity impact the schema of a story in the development of characters' identity?

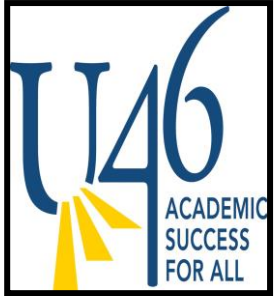
Link to Social Studies:

How does diversity shape people?

TITLE	AUTHOR-PLACE OF ORIGIN	LITERATURE	GENRE	RECOMMENDATIONS	TO BE USED FOR:
El rey poeta Biografía de Nezahualcōyotl	Luis Barbeytia MÉXICO	<input checked="" type="checkbox"/> Authentic Latin-American <input type="checkbox"/> Transadaptation	NON FICTION BIOGRAPHY POETRY	Instructional Target: The focus may revolve around the contributions of this historic character to pre-Hispanic populations. His identity should serve as a relevant element emphasizing this main character given how little attention is given in history to pre-Hispanic people. Comments: It does have a very notable geographic vocabulary. If applicable: Recommended excerpt: <input type="checkbox"/> page(s) _____ <input type="checkbox"/> paragraph(s) _____ <input type="checkbox"/> sentence(s) _____	X SLA/ALE X Classroom library X School library <input type="checkbox"/> Online resource <input type="checkbox"/> Study Sync
GENERAL DESCRIPTION			THEME		
Poet, statesman, astronomer, philosopher, strategist, legislator, engineer, urban planner, architect, Nezahualcōyotl (1402-1472), monarch of Tezcoco, is without a doubt the central figure of pre-Hispanic Mexico. This book narrates the outstanding facts of his life: his struggles, his sorrows, his loves, his writings, and it includes a selection of his most famous poems.			Pre-Hispanic Mexico		

Revised by:
Name: Jesús Díaz
Date: 1/20/2016

SPANISH LANGUAGE ARTS (SLA)
ARTES DEL LENGUAJE EN ESPAÑOL (ALE)
EVALUATION AND RECOMMENDATION OF DISTRICT
ADOPTION OF LEARNING RESOURCES



District adoption of:

- **LÉEME 1- ANTHOLOGY** for dual language 7th grade
- **133 INDIVIDUAL TITLES** - fiction and non-fiction

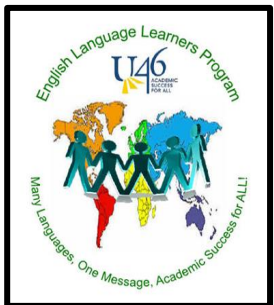
Create a **COHESIVE AND ALIGNED** 7th grade SLA program in U-46

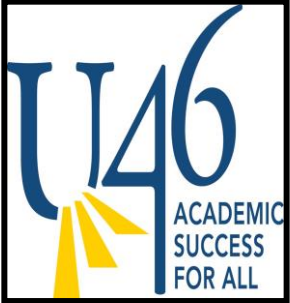
SUPPORT INSTRUCTION within the **THREE LINGUISTIC SPACES** of the Dual Language Program

District adoption of **AUTHENTIC ANTHOLOGIES** for 7th grade

Provide **ALIGNED ACCESS TO TEXT**

Support instruction aligned to **COLLEGE AND CAREER** readings





ESTIMATED COST ANALYSIS		TOTAL
LÉEME 1 ANTHOLOGY	\$19.99 per 840 students and Teacher's Guide	\$17,041.60
INDIVIDUAL TITLES	\$9,394.57 per 18 classrooms	\$169,102.30
STUDY SYNC	U-46 LITERACY OFFICE DISTRICT CONTRACT 7 years	N/A
NEWSELA (SPANISH)	U-46 LITERACY OFFICE DISTRICT CONTRACT 7 years ACCESS TO SPANISH ARTICLES	N/A
AMERICAN READING COMPANY	U-46 LITERACY OFFICE	NA
ESTIMATED TOTAL COST (subject to change)		\$186,143.91

INDIVIDUAL TITLES

- Poetry
- Essays
- Biographies
- Chapter Books
- Novels
- Short Stories

U-46 LITERACY OFFICE
DISTRICT CONTRACT
7 years

U-46 LITERACY OFFICE
DISTRICT CONTRACT
7 years
ACCESS TO SPANISH ARTICLES

AMERICAN READING COMPANY

U-46 LITERACY OFFICE

ESTIMATED TOTAL COST (subject to change)

\$186,143.91

PROFESSIONAL DEVELOPMENT PLAN

Spanish Language Arts (SLA) / Artes del Lenguaje en Español (ALE)

Professional Development

Professional Development Plan for: Artes de Lenguaje en Español (ALE) 7^{mo} grado/7th grade Spanish Language Arts (SLA)

Professional Development Title: La enseñanza y aprendizaje de Artes de Lenguaje en Español (ALE) en el salón de lenguaje dual para séptimo grado/The teaching and learning of Spanish Language Arts (SLA) in a dual language classroom for seventh grade

Day 1: Monday, June 6, 2016 OR Monday, August 8, 2016

ALE/SLA Framework overview and resources

Enduring Understanding	Outcomes/Activities	Danielson's Framework for Teaching Alignment	Presenters
<ol style="list-style-type: none"> Participants will understand how the ALE/SLA Framework was developed using Understanding by Design (UbD) and aligned to the Spanish Language Arts CCSS and Spanish Language Development Standards (SLDS) within the social studies theme of People, Places and Environments. Participants will understand how the resources were selected and how they are aligned to the four standards-based units and the respective multi-modal forms of discourse for writing and speaking: narrative, informational, argumentative, and literary/informational. Participants will understand how the ALE/SLA Framework and the accompanying resources will guide their instruction. 	<ol style="list-style-type: none"> Participants will become familiar with the different components of the ALE/SLA framework within the four thematic units, including unpacking the SLA CCSS. Participants will explore and analyze the resources for each unit and the recommended use within the course and classroom. 	1a, 1c-1f, 4a, 4d, 4e	<ul style="list-style-type: none"> -Select SLA Committee Members -ELL Department



Instructional Practices



WORKSHOP MODEL

- Mini-lesson
- Practice (*Learning by doing*)
- Authentic
- Engagement
- Choice

USE OF TEXT

- Multi-genre
- Culturally and Linguistically Responsive
- Multi-modal
- Need to mark text
- Excerpts
- Text complexity



