





SCHOOL DISTRICT U-46 ELL DEPARTMENT

Proposal to Adopt
8th Grade Dual Language
Spanish Language Arts
Curriculum Framework and
Instructional Resources

*Artes del Lenguaje en
Español*



Board of Education Presentation
February 27, 2017

Presenters:

Dr. Suzanne Johnson, Assistant Superintendent for Teaching and Learning

Dr. Annette Acevedo, ELL Director

Patricia Makishima, ELL Initiatives Coordinator

Radwan Abordan, Abbott Middle School ELL Lead Teacher



SCHOOL DISTRICT U-46 ELL DEPARTMENT

Proposal to Adopt
8th Grade Dual Language
Spanish Language Arts
Curriculum Framework and
Instructional Resources

*Artes del Lenguaje en
Español*



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 the **ISBE Compliance- Full-time TBE Placement Criteria as well as 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.



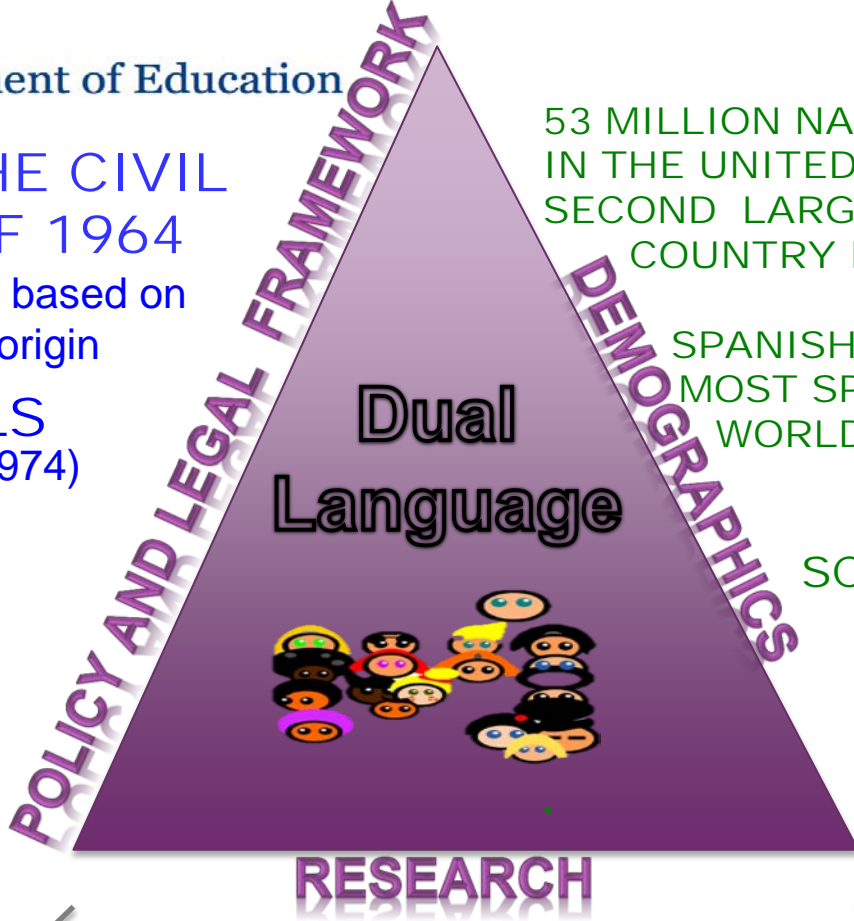
8th Grade Dual Language Spanish Language Arts Curriculum Framework Committee Members

| | | |
|---------------------|----------------------------|--|
| Dr. Annette Acevedo | ESC | ELL Director |
| Radwan Abordan | Abbott Middle School | Middle School ELL Bilingual Lead Teacher |
| Sundra Arroyo | Ellis Middle School | Middle School Special Ed Bilingual Teacher |
| Celia Banks | ESC | Bilingual Coordinator of Literacy K-6 |
| María Chamorro | ESC | ELL Bilingual Instructional Coach |
| Jesús Díaz Peña | Abbott Middle School | Middle School DL Teacher |
| Juan Figueroa | Ellis Middle School | Middle School DL Teacher |
| Zindya Guerrero | ESC | ELL Bilingual Instructional Coach |
| Martha Guihan | Larsen Middle School | Middle School ELL Bilingual Lead Teacher |
| Jackie Johnson | ESC | Coordinator for Secondary Literacy & Libraries |
| Patricia Makishima | ESC | ELL Bilingual Coordinator |
| Annabell Morales | Kimball Middle School | Middle School ELL Bilingual Lead Teacher |
| Emmanuel Pérez | Tefft Middle School | Middle School DL Teacher |
| Mario Pestaña | ESC | ELL Bilingual Coordinator |
| Cesar Quintanilla | Ellis Middle School | Middle School DL Teacher |
| Nataly Rodríguez | McKinley Elementary School | 6 th Grade DL Teacher |
| Sylvia Rodríguez | ESC | ELL Bilingual Coordinator |
| Wilma Valero | ESC | ELL Bilingual Instructional Consultant |





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
53% LATINO
50% SPANISH AS A HOME LANGUAGE
2016-2017 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

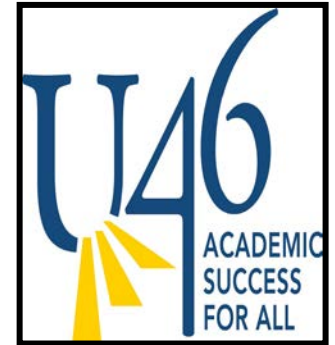
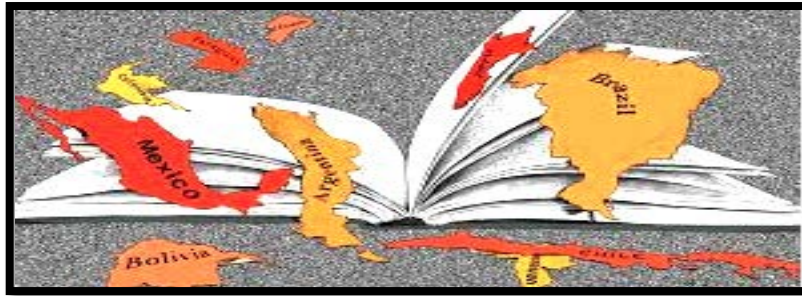
-COURSE-

8th GRADE

DUAL LANGUAGE

SPANISH LANGUAGE ARTS (SLA)

ARTES DEL LENGUAJE EN ESPAÑOL (ALE)



Eighth 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 *Time, Continuity and Change*.




Spanish Language Arts (SLA) is aligned with School District U-46's ELL Standards-Based K-6 Thematic Units, 7th Grade Curriculum Framework, and the English Language Arts (ELA) Curriculum Framework.



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 8th Grade SLA/ALE

THEME
TIME,
CONTINUITY AND
CHANGE

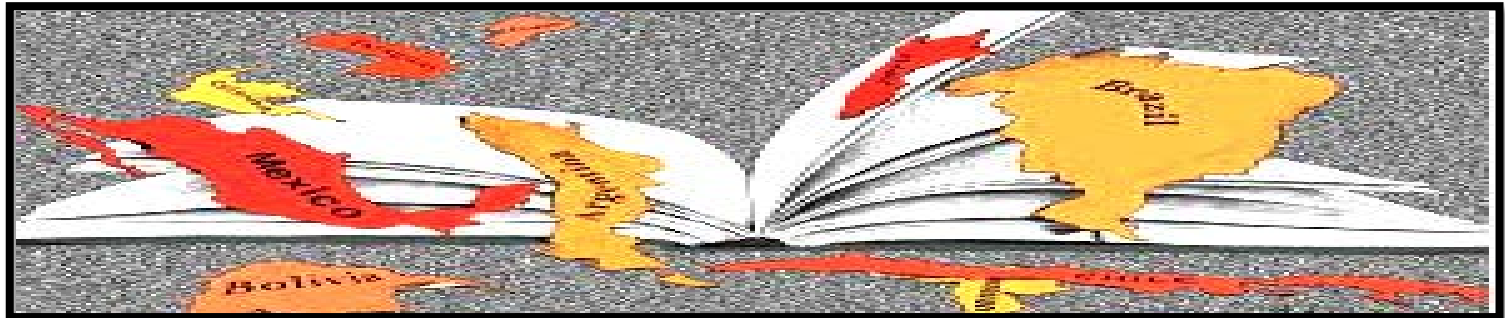
*The study of **time, continuity and change** enables us to understand the past and its legacy, and how important historical events and developments have shaped the modern world.*

OVERARCHING ESSENTIAL
QUESTIONS

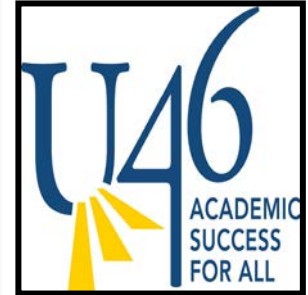
How and why do people differ in their judgments about what was important in the past?


How do we evaluate the usefulness and degree of reliability of a variety of forms of historical evidence?

What events and turning points are important in history and why?




An Overview of the Framework





Distrito Escolar U-46
Programa de Lenguaje Dual octavo grado
Marco del desarrollo de las Artes del Lenguaje en Español



Tema central:
 Tiempo, continuidad y cambio

Unidad Temática 1
NARRATIVA

Marco temático de las Artes del Lenguaje en español:
 ¿Cómo y por qué los elementos distintivos de una época influyen en el desarrollo de obras literarias?
Enlace con las ciencias sociales:
 ¿Cómo y por qué los elementos distintivos de una época influyen a las sociedades?

| 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 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). | 8.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. 8.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. 8.L.10 Evalúa las influencias filosóficas, políticas, religiosas, étnicas y socioeconómicas en una variedad de textos de diferentes periodos y reconoce su impacto sobre cómo se percibe a sí mismo y al mundo. | 8.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. 8.E.5 Revisa y edita textos completos. | 8.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. | 8.L.NE.1 Demuestra dominio de las normas gramaticales del español apropiadas para el grado y su uso al hablar o escribir. 8.L.NE.2 Demuestra dominio de los aspectos de la lengua como uso de mayúsculas, puntuación, pronunciación y ortografía correcta. 8.L.V.5 Demuestra comprensión del lenguaje figurado, las relaciones entre palabras y su significado. |

School District U-46 ELL Department
 11-28-2016



DO NOT COPY

An Overview of the Framework



School District U-46
8th Grade Dual Language Program
Spanish Language Arts Framework



Theme: Time, Continuity, and Change

**Thematic Unit 1
NARRATIVE**

Spanish Language Arts Thematic Framework:
How and why do the distinctive elements of an era influence the development of literary works?
Link to Social Studies:
How and why do the distinctive elements of an era influence societies?

| 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) | 8.L.3 Explain the relationships between different texts and analyze how these relationships influence the development of events, characters and universal themes. 8.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. 8.L.10 Evaluate the philosophical, political, religious, ethnic, and socioeconomic influences from a variety of texts from different periods and recognize their impact on how one perceives oneself and the world. | 8.E.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 8.E.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | 8.AO.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. | 8.L.NE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 8.L.NE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 8.L.V.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 *The Spanish Language Development Standards*.

| SBG Standards | Reading | Writing | Speaking & Listening | Language/Conventions |
|---------------|--|---|---|---|
| | 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. |

Theme

Overarching Essential Questions

Focus Standards

SLD-Spanish Language Development Standards

Ongoing Standards

An Overview of the Framework

| | | | | |
|--|--|---|--|--|
| 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 interpret the influences of the historical context on a narrative or an informational text? | Why do authors use a writing process? | How and why do speakers engage in an academic conversation? | How do writers use language resources to compose their writings? |
| Enduring Understandings | Readers understand that the characteristics of an era directly influence the literary elements of a writing and viceversa. | Writers use a writing process to develop and communicate experiences or events, clarify the intention and the meaning of the writing, and engage the reader through narrative techniques. | Speakers exchange information and opinions using collaborative discussions in order to reach reasonable conclusions. | Authors use figurative connotations and language conventions to impact their audience. |

Topical Essential Questions & Depth Of Knowledge

Enduring Understandings

| | | |
|-------------------------|---|---|
| Assessments | <p style="text-align: center;">Formative</p> <ul style="list-style-type: none"> Diagnostic assessment* Collaboratively revise writings through the use of academic conversations between students Role, Audience, Format and Topic (RAFT) Establish a reader's/writer's notebook with the purpose of going through the reading and writing process within a framework of individual and collective reflection Develop a student-generated rubric facilitated by the teacher <p><i>*Required assessment</i></p> | <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Develop a fictional descriptive narrative set during a historical event following the conventions of the Spanish language Collaboratively develop an oral presentation explaining how an era influences an author <p><i>* Additional summative assessments will be developed by the Spanish Language Arts teachers per dual language site.</i></p> |
| Learning Targets | I can identify textual evidence that support my ideas. I can incorporate citations, as explicit text evidence, in my writings. I can develop original, clear, and coherent narratives using specific narrative techniques and a variety of organizational strategies. I can continue the development of a plot line from various points of view. I can annotate a text using a variety of levels of questioning for improved comprehension of the text. I can analyze point of view to determine the author's purpose and theme. I can analyze author's purpose through the use of language; for example: figurative language, analogies, allusions, connotative meaning, etc. I can make predictions, visualize, and infer about the development of characters, themes, tone, and the mood of a text. I can correctly use Spanish language conventions. I can engage and orient the reader using narrator's and characters' points of view. I can organize a sequence of events that unfolds naturally and logically. I can develop a narrative using multiple literary elements. I can participate in academic conversations to share different ideas and opinions. | |

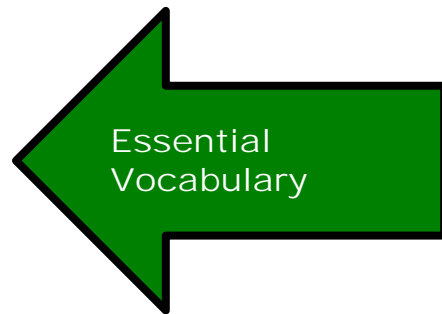
Formative and Summative Assessments

Learning Targets

Essential Vocabulary

Common Terms Across Content Areas and Language Arts Specific

| Tier 2 | Tier 3 |
|---|--|
| Interpretation Inference Present Organize Compose Develop Decide Define Narrate Communicate Predict Engage/Captivate | Point of View (1 st and 3 rd person) Personal Narrative Narrative Structure: Incident, Development, Climax, and Resolution Figurative Language: Irony, Imagery, etc. Narrative Techniques: Flashback, Foreshadowing, etc. Mood Tone Verb Tenses Theme Provoke Narrative Elements: Characters, Conflict, Plot, Dialogue, Time, Place, Context, etc. Subordinate Character Author's Purpose Connotation Analyze/Analysis Cite/Citation Explicit Implicit Textual Evidence Position Please click here for a comprehensive list of 8 th grade specific Tier 3 academic vocabulary in Spanish and English. |



Distrito Escolar 146
 Programa de Aprendizaje Dual
 MARCO DEL DESARROLLO DE LAS ARTES DEL LENGUAJE EN ESPAÑOL (ALEE)
 NIVEL 6
RECURSO DE REFERENCIA PARA EL MAESTRO
 Traducción por la CCSE (por un agente de apoyo, Norma 8, Norma 9 y Norma 10). Traducción por Norma 10.
 Traducción por la CCSE, Norma 8 y Norma 10.

| ENGLISH | ESPAÑOL |
|---|---|
| READING | LECTURA |
| QUESTIONING, INFERENCE, AND INTERPRETATION | PROFUNDIZANDO, INTERFERENCIA, INFERENCIA E INTERPRETACIÓN |
| analyze cite compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar citar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |
| THEMES AND CENTRAL IDEAS | TEMAS E IDEAS CENTRALES |
| analyze compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |
| TEXT EVIDENCE | ELEMENTOS DE LA HISTORIA/TEXTO |
| analyze compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |
| CONNECTIONS | CONEXIONES |
| analyze compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |

Distrito Escolar 146
 Programa de Aprendizaje Dual
 MARCO DEL DESARROLLO DE LAS ARTES DEL LENGUAJE EN ESPAÑOL (ALEE)
 NIVEL 7
RECURSO DE REFERENCIA PARA EL MAESTRO
 Traducción por la CCSE (por un agente de apoyo, Norma 8, Norma 9 y Norma 10). Traducción por Norma 10.
 Traducción por la CCSE, Norma 8 y Norma 10.

| ENGLISH | ESPAÑOL |
|---|---|
| READING | LECTURA |
| QUESTIONING, INFERENCE, AND INTERPRETATION | PROFUNDIZANDO, INTERFERENCIA, INFERENCIA E INTERPRETACIÓN |
| analyze cite compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar citar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |
| THEMES AND CENTRAL IDEAS | TEMAS E IDEAS CENTRALES |
| analyze compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |
| TEXT EVIDENCE | ELEMENTOS DE LA HISTORIA/TEXTO |
| analyze compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |
| CONNECTIONS | CONEXIONES |
| analyze compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |

Distrito Escolar 146
 Programa de Aprendizaje Dual
 MARCO DEL DESARROLLO DE LAS ARTES DEL LENGUAJE EN ESPAÑOL (ALEE)
 NIVEL 8
RECURSO DE REFERENCIA PARA EL MAESTRO
 Traducción por la CCSE (por un agente de apoyo, Norma 8, Norma 9 y Norma 10). Traducción por Norma 10.
 Traducción por la CCSE, Norma 8 y Norma 10.

| ENGLISH | ESPAÑOL |
|---|---|
| READING | LECTURA |
| QUESTIONING, INFERENCE, AND INTERPRETATION | PROFUNDIZANDO, INTERFERENCIA, INFERENCIA E INTERPRETACIÓN |
| analyze cite compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar citar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |
| THEMES AND CENTRAL IDEAS | TEMAS E IDEAS CENTRALES |
| analyze compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |
| TEXT EVIDENCE | ELEMENTOS DE LA HISTORIA/TEXTO |
| analyze compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |
| CONNECTIONS | CONEXIONES |
| analyze compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |

Distrito Escolar 146
 Programa de Aprendizaje Dual
 MARCO DEL DESARROLLO DE LAS ARTES DEL LENGUAJE EN ESPAÑOL (ALEE)
 NIVEL 9-10
RECURSO DE REFERENCIA PARA EL MAESTRO
 Traducción por la CCSE (por un agente de apoyo, Norma 8, Norma 9 y Norma 10). Traducción por Norma 10.
 Traducción por la CCSE, Norma 8 y Norma 10.

| ENGLISH | ESPAÑOL |
|---|---|
| READING | LECTURA |
| QUESTIONING, INFERENCE, AND INTERPRETATION | PROFUNDIZANDO, INTERFERENCIA, INFERENCIA E INTERPRETACIÓN |
| analyze cite compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar citar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |
| THEMES AND CENTRAL IDEAS | TEMAS E IDEAS CENTRALES |
| analyze compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |
| TEXT EVIDENCE | ELEMENTOS DE LA HISTORIA/TEXTO |
| analyze compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |
| CONNECTIONS | CONEXIONES |
| analyze compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |
| WORD IMPACT AND USE | IMPACTO Y USO DE LA PALABRA |
| analyze compare contrast describe explain identify infer justify make connections make inferences monitor comprehension paraphrase predict summarize synthesize trace and analyze understand use evidence use text features use text structure | analizar comparar contrastar describir explicar identificar inferir justificar hacer conexiones hacer inferencias monitorear la comprensión parafrasear predecir resumir sintetizar rastrear y analizar comprender utilizar evidencia utilizar las características del texto utilizar la estructura del texto |

Construction of knowledge is a unique personal learning process, where each and every person understands and gains meaning of new knowledge based upon their prior knowledge and their personal beliefs and needs.

...a child-centered teaching approach sees every student as a unique “biography” and not as a copy of the same picture.

Rachel M. Simmons (2013)



STUDENT: Readiness-Interest-Learning Style

CURRICULUM: Content-Process-Product



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 8th 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.

DIFFERENTIATION: Differentiating instruction is doing what's fair for students. It means creating multiple paths so that students of different abilities, interests, or learning needs experience equally appropriate ways to learn (Retrieved from the presentation "*Differentiated Instruction*" - [HERE](#)) Differentiation strategies refer to instructional approaches that respond to individual student strengths and needs based on student/class profile to maximize student learning and success for all. These strategies are available to support all students at different academic and language developmental stages.

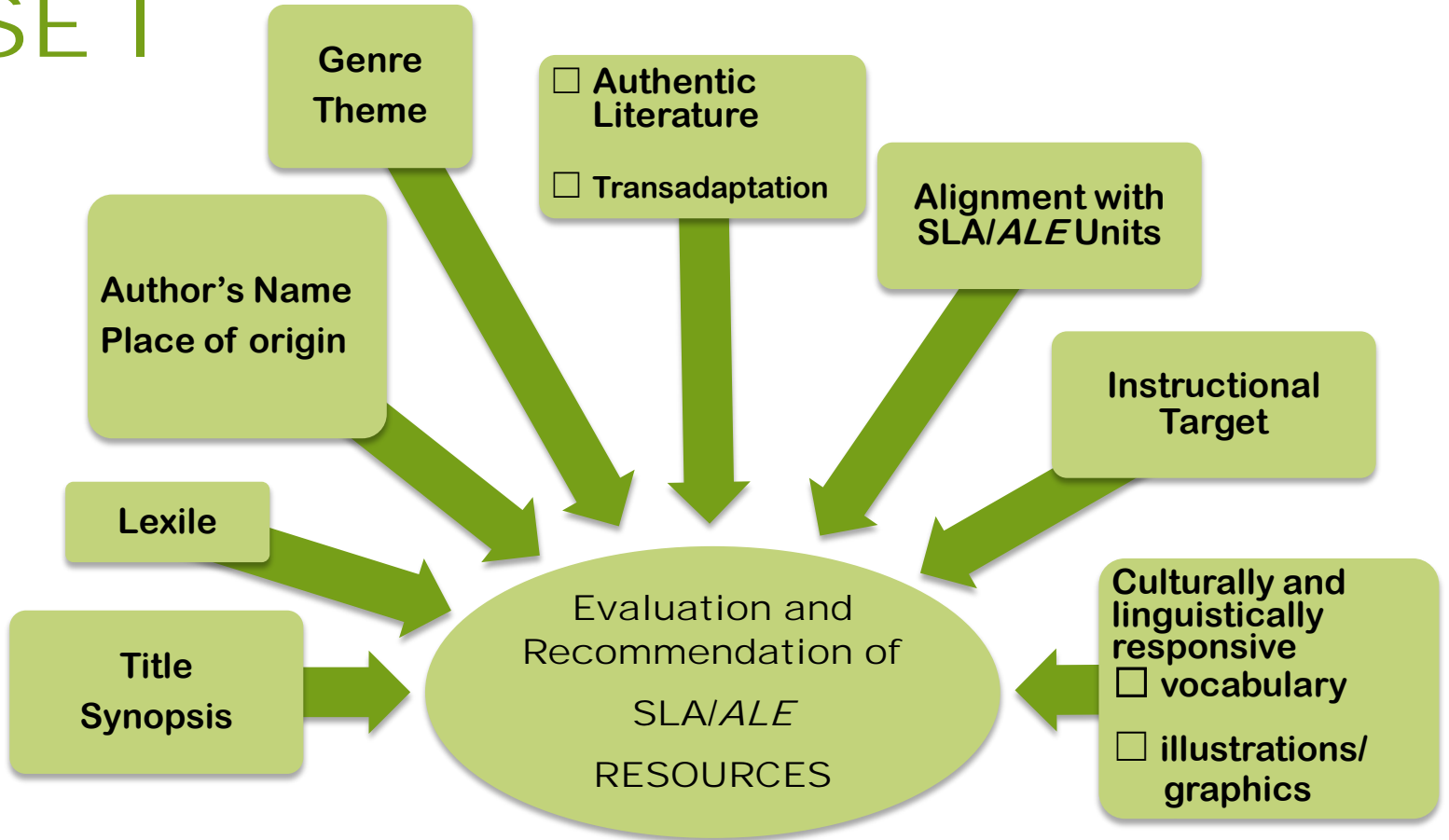
Please click [HERE](#) to access an abridged version of "The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12" by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood as part of Project EXCELL (EXceptional Collaboration for English Language Learning).



Resources and
Differentiation

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

PHASE I



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)
EIGHTH GRADE
COMPENDIUM OF RESOURCES



Central Theme:

Time, Continuity, and Change (National Council of Social Studies NCSS, 2013)

ALE UNIT 3

Spanish Language Arts Thematic Framework:

How do authors influence the collective conscious of societies?

Link to Social Studies:

How and why do people differ in their judgments about what was and is important?

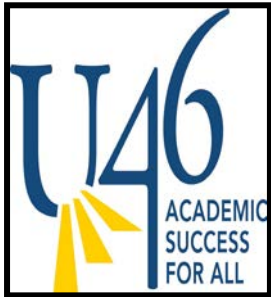
| TITLE | LEXILE | AUTHOR-PLACE OF ORIGIN | LITERATURE | GENRE | RECOMMENDATIONS | TO BE USED FOR: |
|--|--------|---|--|-------------------------------------|---|--|
| Gabo, Memories of a Magical Life | | Oscar Pantoja, Miguel Bustos, Felipe Camargo, Tatiana Córdoba COLOMBIA | <input checked="" type="checkbox"/> Authentic Latin American <input type="checkbox"/> Transadaptation | Biography | <p>Instructional Target :</p> <p>*Evaluate the specific statements of the text, such as the accuracy, relevance and integrity of the information.</p> <p>*Gather information about García Márquez from multiple print and digital sources.</p> <p>* Quote/cite and paraphrase information and conclusions.</p> <p>*List references in the correct format, using the book's bibliography as a resource/guide.</p> <p>Comments:</p> <p>Through a non-conventional and yet appealing format for youth, the authors are able to highlight the most important events of Gabriel García Márquez's life.</p> <p>If applicable, this book can also be used for:</p> <p><input type="checkbox"/> SLA/ALE UNIT 1 <input checked="" type="checkbox"/> SLA/ALE UNIT 2 <input type="checkbox"/> SLA/ALE UNIT 4</p> <p>Recommended excerpt:</p> <p><input checked="" type="checkbox"/> whole book(s) _____</p> <p><input type="checkbox"/> page(s) _____</p> <p><input type="checkbox"/> paragraph(s) _____</p> <p><input type="checkbox"/> sentence(s) _____</p> <p><input type="checkbox"/> chapter(s) _____</p> | <input checked="" type="checkbox"/> SLA/ALE <input checked="" type="checkbox"/> Classroom library <input type="checkbox"/> School library <input type="checkbox"/> Online resource <input type="checkbox"/> Study Sync |
| GENERAL DESCRIPTION | | | | THEME | | |
| The life of Gabriel García Márquez is presented in graphic novel form. The author has also included a brief summary in prose at the end of the book. | | | | Biography of Gabriel García Márquez | | <input type="checkbox"/> vocabulary <input type="checkbox"/> illustrations |

Revised by:
 Committee member: Zindya Guerrero Date: December 8, 2016

SPANISH LANGUAGE ARTS (SLA)

ARTES DEL LENGUAJE EN ESPAÑOL (ALE)

EVALUATION AND RECOMMENDATION OF DISTRICT ADOPTION OF LEARNING RESOURCES



District adoption of:

- **LÉEME 2- ANTHOLOGY** for dual language 8th grade

- **78 INDIVIDUAL TITLES-** fiction and non-fiction

-Create a **COHESIVE AND ALIGNED** 8th grade SLA curriculum in U-46

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

-District adoption of **AUTHENTIC ANTHOLOGIES** for 8th grade

-Provide **ALIGNED ACCESS TO TEXT**

-Support rigorous and relevant instruction that is aligned to **COLLEGE AND CAREER** readings





| ESTIMATED COST ANALYSIS SLA/ALE | | TOTAL |
|--|--|-------------------|
| <i>LÉEME 2</i> | 825 -8 TH GRADE DL STUDENTS | 16,741.75 |
| INDIVIDUAL TITLES •Poetry •Essays •Biographies •Chapter Books •Novels •Short Stories | 78 Titles 8 TH GRADE Dual Language | 177,828.66 |
| STUDY SYNC | 8 TH GRADE Dual Language U-46 LITERACY OFFICE DISTRICT CONTRACT 7 years | N/A |
| NEWSELA (SPANISH) | 8 TH GRADE Dual Language U-46 LITERACY OFFICE DISTRICT CONTRACT 7 years ACCESS TO SPANISH ARTICLES IS FREE | N/A |
| ESTIMATED TOTAL COST (subject to change) | | 194,570.41 |

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) 8^o grado/8th 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 octavo grado/The teaching and learning of Spanish Language Arts (SLA) in a dual language classroom for eighth grade*

Day 1: Monday, June 5, 2017 (if 5 snow days are not used) OR 2nd Offering TBD

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 Time, Continuity, and Change. 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, 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 | -ELL Department -Select SLA Curriculum Committee Members |



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





Questions? ¿Preguntas?

