

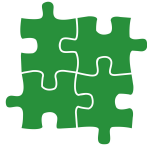
Middle School ALAC Materials Adoption

SMFCSD Board Presentation
Sept. 10, 2020

Essential Practices



ACCESS & RIGOR



**INTEGRATED and
DESIGNATED ELD**



DATA-DRIVEN DECISIONS



ASSET-BASED APPROACH



WHOLE CHILD

The Essential Practices ensure our ELLs succeed at high levels.

They are designed to both guide and hold accountable all SMFCSD educators as we take collective responsibility for the academic, linguistic, and socio-emotional needs of our ELLs.

Big Picture: Roadmap for English Learners (ELLs)



Disconnect: Research & Curriculum

[Achieve the Core, 2020-2021
Recommendations](#)

["The Opportunity Myth"
Recommendations, The New Teacher
Project](#)

["Addressing Unfinished Learning After
COVID-19 School Closures", The
Council of Great City Schools](#)

Complex Text

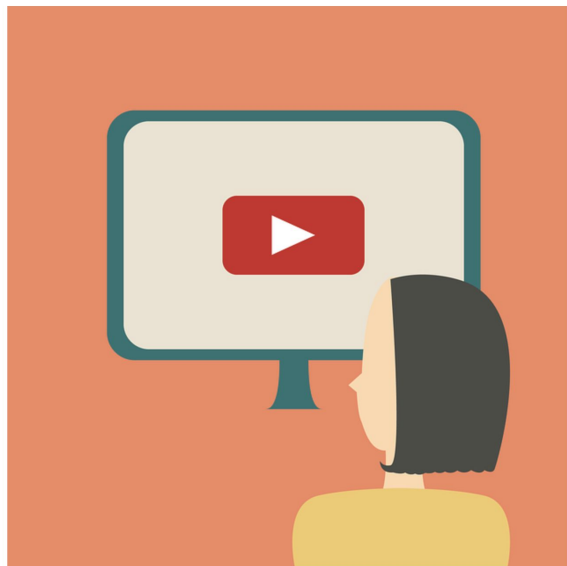
- Regular close reading of grade-level complex texts for all students
- Fluency Practice With Grade-Level Anchor Texts
- Sequences of Text-Specific Questions and Tasks to Support Close Reading

Evidence Based Writing

- Regular Evidence-Based Writing About Grade-Level Anchor Texts

Academic Discussion

- Regular discussions of on grade level material
- Opportunities for students to fortify complex output



CDE created a webinar series in collaboration with WestEd.

The exemplar the CDE provided was how to distance materials for LTELs using *Persuasion Across Time and Space*, the materials we piloted in the 19-20 school year.

We moved from those recommendations and created materials for teacher and student use.

Academic Language Acceleration

Name: _____ 1

Teacher Edition: ALAC Booklet Week Module 2
 "Why Martin Luther King encouraged 225,000 Chicago kids to cut class in 1963"
 Academic Language Acceleration ELD
 Booklet Due Date: _____

News & Announcements:
 This box is for you. Please add any important updates for the week here.

<input checked="" type="checkbox"/> Building Background Knowledge We recommend having students check the boxes as they complete assignments for the week. Also, we recommend that if you are teaching in a hybrid model at the beginning of the week have students identify when they will complete each lesson.	<input checked="" type="checkbox"/> With my class/ Google Meet Date _____ <input checked="" type="checkbox"/> On my own
Engage: Watch the video: 3D Boycott Apply: Complete the Video Quick Write (Student Booklet, pg. 6)	Learning Target: I can build my background knowledge on the 1963 Chicago school boycott by watching a historic video and completing a Quick Write.
<input checked="" type="checkbox"/> Building Background Knowledge I can build my background knowledge on the 1963 Chicago school boycott by watching down my observations and questions from a set of historic photos.	<input checked="" type="checkbox"/> With my class/ Google Meet Date _____ <input checked="" type="checkbox"/> On my own
Engage: Look at the Gallery Walk Images Apply: Complete the Gallery Walk: Notice and Wonder (Student Booklet, pg. 9)	Learning Target: I can build my background knowledge on the 1963 Chicago school boycott by watching down my observations and questions from a set of historic photos.
<input checked="" type="checkbox"/> First Read w/Text Coding I can read and respond to a text, making text annotations to deepen my understanding of the reading.	<input checked="" type="checkbox"/> With my class/ Google Meet Date _____ <input checked="" type="checkbox"/> On my own
Engage: Listen and Read, "Why Martin Luther King encouraged 225,000 Chicago kids to cut class in 1963" (Student Booklet, pg. 4-10) Apply: Text Coding: Making Connections and Asking Questions	Learning Target: I can read and respond to a text, making text annotations to deepen my understanding of the reading.
<input checked="" type="checkbox"/> Second Read w/Text Dependent Questions I can read and respond to a text, using text evidence to support my analysis.	<input checked="" type="checkbox"/> With my class/ Google Meet Date _____ <input checked="" type="checkbox"/> On my own

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Name: _____ 2

Engage: Listen and Read, "Why Martin Luther King encouraged 225,000 Chicago kids to cut class in 1963" (Student Booklet, pg. 4-10) Apply: Answer Text Dependent Questions (Student Booklet, pg. 11-12)	Learning Target: I can read and respond to a text, using text evidence to support my analysis.
<input checked="" type="checkbox"/> Focused Language Study Must be done before the Close Read	<input checked="" type="checkbox"/> With my class/ Google Meet Date _____ <input checked="" type="checkbox"/> On my own
Learning Target: I can determine what a complex sentence means by slowing down and examining the author's use of language. Lesson Plan: Lesson: Discussion Lesson We know that this protocol is new to many people, but don't let it scare you! The lesson is scripted and it doesn't have to be perfect for students to learn from the experience.	Learning Target: I can determine what a complex sentence means by slowing down and examining the author's use of language.
<input checked="" type="checkbox"/> Close Read using Nonfiction Signposts, 1st Half I can closely read and analyze a text, focusing on "Contrasts and Contradictions".	<input checked="" type="checkbox"/> With my class/ Google Meet Date _____ <input checked="" type="checkbox"/> On my own
Engage: Read Nonfiction Signpost Overview (Student Booklet, pg. 13) Apply: Complete first half of Close Read: "Why Martin Luther King encouraged 225,000 Chicago kids to cut class in 1963" (Student Booklet, pg. 14-18)	Learning Target: I can closely read and analyze a text, focusing on "Contrasts and Contradictions".
<input checked="" type="checkbox"/> Close Read using Nonfiction Signposts, 2nd Half I can closely read and analyze a text, focusing on "Contrasts and Contradictions".	<input checked="" type="checkbox"/> With my class/ Google Meet Date _____ <input checked="" type="checkbox"/> On my own
Engage: Read Nonfiction Signpost Overview (Student Booklet, pg. 13) Apply: Complete 2nd half of Close Read: "Why Martin Luther King encouraged 225,000 Chicago kids to cut class in 1963" (Student Booklet, pg. 14-18) Complete Close Read Reflection Questions (Student Booklet, pg. 19)	Learning Target: I can closely read and analyze a text, focusing on "Contrasts and Contradictions".
<input checked="" type="checkbox"/> Academic Discussion Preparation and 4A Process I can discuss my reflections of the text, using textual evidence to support my analysis.	<input checked="" type="checkbox"/> With my class/ Google Meet Date _____ <input checked="" type="checkbox"/> On my own

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Name: _____ 3

Engage: Discussion Planning - Student Booklet, pg. 24 Apply: <input checked="" type="checkbox"/> 4A's Discussion Process	<input checked="" type="checkbox"/> Writing Day - Planning I can organize my ideas and plan my response for tomorrow's writing.
<input checked="" type="checkbox"/> With my class/ Google Meet Date _____ <input checked="" type="checkbox"/> On my own	Learning Target: I can organize my ideas and plan my response for tomorrow's writing.
Apply: Writing Planning Page: Writing Response Based on Close Read (Student Booklet, pg. 20)	<input checked="" type="checkbox"/> Writing Day Evaluation of writing is always a challenge. Please remember that students need to write more than you can give meaningful feedback on. We recommend that you only give feedback on things that you have taught and that were asked for in the learning target. Please provide one "glow" and one "grow" for students. Also, feel free to write in the margins of the students' books. Glow Example: You have many quality examples of the differences in schools. Nice work! Grow Example: In your citation you don't include the title or author. Please go back and watch the video from week 1 if you can't remember how to do this.
<input checked="" type="checkbox"/> With my class/ Google Meet Date _____ <input checked="" type="checkbox"/> On my own	Learning Target: I can compare and contrast schools in white neighborhoods with schools in black neighborhoods in Chicago schools in 1963, using signal words such as "while," "although" and "at the same time". I can cite evidence from the text to support my response.
Engage: Watch the writing mini-lesson: Combining and Condensing Ideas Apply: <input checked="" type="checkbox"/> Complete the Writing Task, (Student Booklet, pg. 21-22)	Learning Target: I can compare and contrast schools in white neighborhoods with schools in black neighborhoods in Chicago schools in 1963, using signal words such as "while," "although" and "at the same time". I can cite evidence from the text to support my response.

Lessons designed to be delivered synchronistically or asynchronistically

Teacher and student booklets provided

Prerecorded mini-lessons, content videos, and gallery walks

Model Google Classroom

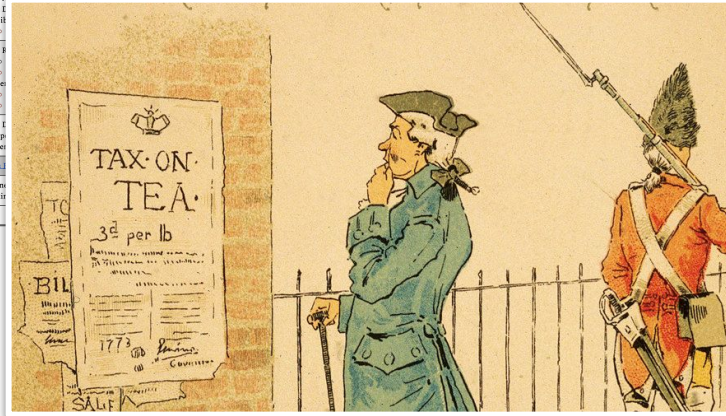
America's Long History of Protest

Framework for ALAC The United States' Long History of Protest	
Lesson	Instructional Strategy Bank
Lesson 1.1: Building Background	<ul style="list-style-type: none">Gallery Walk (Notice & Wonder) w/Google SlidesVideo (Notice & Wonder)Image Reading (w/ reading comprehension strategies)
	<ul style="list-style-type: none">Text AText BPossible Sentences
	<ul style="list-style-type: none">Text CSignpostsUnderstand
	<ul style="list-style-type: none">4.A.1CommentsWriting

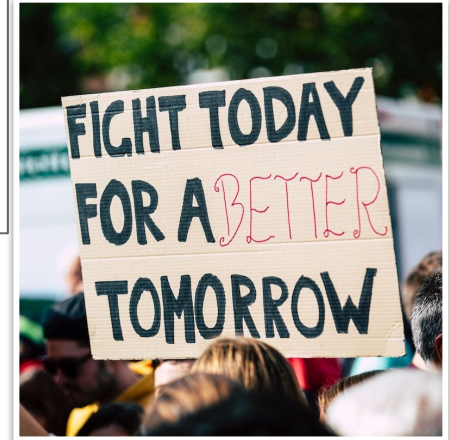


1960s Civil Rights Movement

Framework for ALAC - Version 2 The United States' Long History of Protest	
Lesson	Instructional Strategy Bank
70 Minute Session: Building Background Knowledge and Vocabulary Development	<ul style="list-style-type: none">Gallery Walk (Notice & Wonder) w/Google SlidesPossible Sentences<ul style="list-style-type: none">Dist. paper
	2 Groups: 6. Close Call: Walls



Protest: The Birth of Our Country



Modern-Day Protest

MS Language and Literacy Team

Mia Bennett, L & L Specialist
(Abbott)



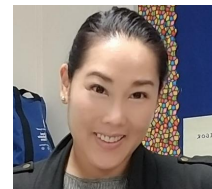
Angelina Schaffer, L & L
Specialist (Bowditch)



Gina Rief, L & L
Specialist (Borel)



Jane Jung, L & L
Specialist (Bayside)



Lauren Abrahams,
Newcomer Wellness
Social Worker



Dale Rogers-Eilers,
Coordinator of English
Learner Services



Pam Bartfield, Director of
Curriculum and
Instruction

