

# Middle School ALAC Materials Adoption

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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)

**Monitoring,  
Evaluation and  
Accountability**

**Advance  
Rigorous  
Instruction**

**Ensure High-  
Quality  
Language  
Programming**

# 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

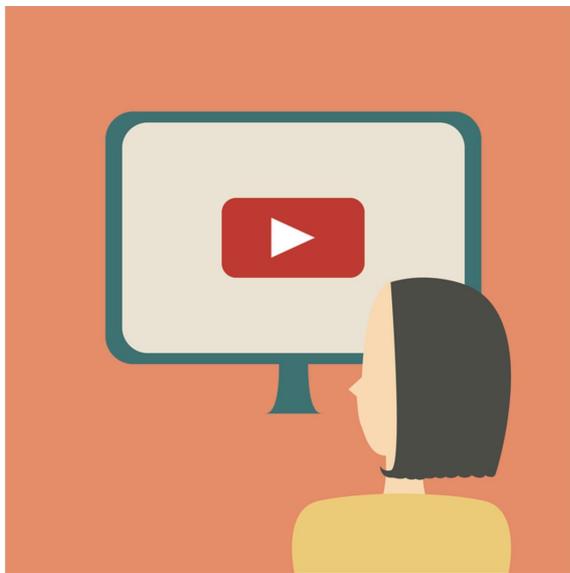
- Regular close reading of grade-level complex texts for all students
- Fluency Practice With Grade-Level Anchor Texts
- Sequences of Text-Specific Questions and Tasks to Support Close Reading

## 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.

<p><input type="checkbox"/> <b>Building Background Knowledge</b></p> <p>We recommend having students check the boxes as they complete assignments for the week.</p> <p>Also, we recommend that if you are teaching in a hybrid model at the beginning of the week how students identify when they will complete each lesson.</p>	<p><input type="checkbox"/> <b>With my class/ Google Meet</b> Date _____</p> <p><input type="checkbox"/> <b>On my own</b></p> <p><b>Engage:</b></p> <ul style="list-style-type: none"> <li>Watch the video: <a href="#">3d Youtube</a></li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Complete the Video Quick Write (Student Booklet, pg. 6)</li> </ul>
<p><input type="checkbox"/> <b>Building Background Knowledge</b></p> <p><b>Learning Target:</b> I can build my background knowledge on the 1963 Chicago school boycott by watching a historic video and completing a Quick Write.</p> <p><b>Engage:</b></p> <ul style="list-style-type: none"> <li>Look at the <a href="#">Gallery Walk Images</a></li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Complete the Gallery Walk Notice and Wonder (Student Booklet, pg. 9)</li> </ul>	<p><input type="checkbox"/> <b>With my class/ Google Meet</b> Date _____</p> <p><input type="checkbox"/> <b>On my own</b></p> <p><b>Engage:</b></p> <ul style="list-style-type: none"> <li>Watch the video: <a href="#">3d Youtube</a></li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Complete the Video Quick Write (Student Booklet, pg. 6)</li> </ul>
<p><input type="checkbox"/> <b>First Read w/Text Coding</b></p> <p><b>Learning Target:</b> I can read and respond to a text, making text annotations to deepen my understanding of the reading.</p> <p><b>Engage:</b></p> <ul style="list-style-type: none"> <li>Listen and Read: "Why Martin Luther King encouraged 225,000 Chicago kids to cut class in 1963" (Student Booklet, pg. 4-10)</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Text Coding: Making Connections and Asking Questions</li> </ul>	<p><input type="checkbox"/> <b>With my class/ Google Meet</b> Date _____</p> <p><input type="checkbox"/> <b>On my own</b></p>
<p><input type="checkbox"/> <b>Second Read w/Text Dependent Questions</b></p>	<p><input type="checkbox"/> <b>With my class/ Google Meet</b> Date _____</p> <p><input type="checkbox"/> <b>On my own</b></p>

Created by: Dale Rogers-Eilers and Mia Bennett

Name: \_\_\_\_\_ 2

<p><b>Learning Target:</b> I can read and respond to a text, using text evidence to support my analysis.</p> <p><b>Engage:</b></p> <ul style="list-style-type: none"> <li>Listen and Read: "Why Martin Luther King encouraged 225,000 Chicago kids to cut class in 1963" (Student Booklet, pg. 4-10)</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Analyze Text Dependent Questions (Student Booklet, pg. 11-12)</li> </ul>	<p><input type="checkbox"/> <b>With my class/ Google Meet</b> Date _____</p> <p><input type="checkbox"/> <b>On my own</b></p>
<p><b>Focused Language Study</b></p> <p>*Must be done before the Close Read</p> <p><b>Learning Target:</b> I can determine what a complex sentence means by slowing down and examining the author's use of language.</p> <p>Lesson Plan: <a href="#">Sentence Deconstruction Lesson</a></p> <p>We know that the protocol is new to many people, but don't let us scare you! The lesson is scripted and it doesn't have to be perfect for students to learn from the experience.</p>	<p><input type="checkbox"/> <b>With my class/ Google Meet</b> Date _____</p> <p><input type="checkbox"/> <b>On my own</b></p>
<p><input type="checkbox"/> <b>Close Read using Nonfiction Signposts, 1st Half</b></p> <p><b>Learning Target:</b> I can closely read and analyze a text, focusing on "Contrasts and Contradictions".</p> <p><b>Engage:</b></p> <ul style="list-style-type: none"> <li>Read Nonfiction Signpost Overview: (Student Booklet, pg. 13)</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Complete first half of Close Read: "Why Martin Luther King encouraged 225,000 Chicago kids to cut class in 1963" (Student Booklet, pg. 14-16)</li> </ul>	<p><input type="checkbox"/> <b>With my class/ Google Meet</b> Date _____</p> <p><input type="checkbox"/> <b>On my own</b></p>
<p><input type="checkbox"/> <b>Close Read using Nonfiction Signposts, 2nd Half</b></p> <p><b>Learning Target:</b> I can closely read and analyze a text, focusing on "Contrasts and Contradictions".</p> <p><b>Engage:</b></p> <ul style="list-style-type: none"> <li>Read Nonfiction Signpost Overview: (Student Booklet, pg. 13)</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Complete 2nd half of Close Read: "Why Martin Luther King encouraged 225,000 Chicago kids to cut class in 1963" (Student Booklet, pg. 14-16)</li> <li>Complete Close Read Reflection Questions (Student Booklet, pg. 18)</li> </ul>	<p><input type="checkbox"/> <b>With my class/ Google Meet</b> Date _____</p> <p><input type="checkbox"/> <b>On my own</b></p>
<p><input type="checkbox"/> <b>Academic Discussion Preparation and 4A Process</b></p>	<p><input type="checkbox"/> <b>With my class/ Google Meet</b> Date _____</p> <p><input type="checkbox"/> <b>On my own</b></p> <p><b>Learning Target:</b> I can discuss my reflections of the text, using textual evidence to support my analysis.</p>

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Name: \_\_\_\_\_ 3

<p><input type="checkbox"/> <b>Writing Day - Planning</b></p> <p><b>Learning Target:</b> I can organize my ideas and plan my response for tomorrow's writing.</p> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Writing Planning Page: Writing Response Based on Close Read (Student Booklet, pg. 20)</li> </ul>	<p><b>Engage:</b></p> <p>Discussion Planning - Student Booklet, pg. 24</p> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>4 A's Discussion Process</li> </ul>
<p><input type="checkbox"/> <b>Writing Day</b></p> <p><b>Learning Target:</b> 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.</p> <p><b>Engage:</b></p> <ul style="list-style-type: none"> <li>Watch the writing mini-lesson: <a href="#">Combining and Condensing Ideas</a></li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Complete the Writing Task, (Student Booklet, pg. 21-22)</li> </ul>	<p><input type="checkbox"/> <b>With my class/ Google Meet</b> Date _____</p> <p><input type="checkbox"/> <b>On my own</b></p>

Lessons designed to be delivered synchronistically or asynchronistically

Teacher and student booklets provided

Prerecorded mini-lessons, content videos, and gallery walks

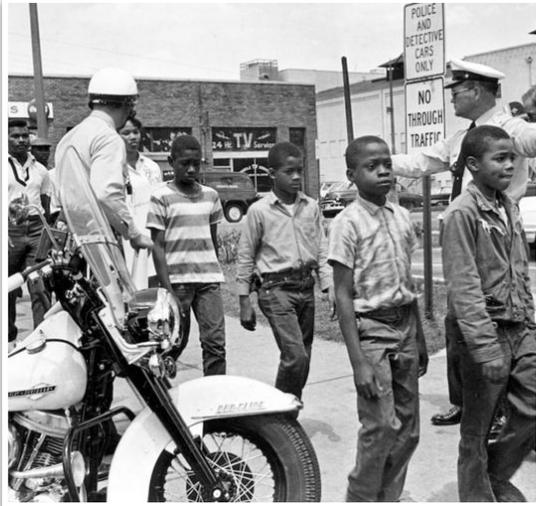
Model Google Classroom



# America's Long History of Protest

Framework for ALAC The United States' Long History of Protest	
<b>Lesson</b>	<b>Instructional Strategy Bank</b>
Lesson 1.1: Building Background	<ul style="list-style-type: none"><li>Gallery Walk (Notice &amp; Wonder) w/Google Slides</li><li>Videos (Notice &amp; Wonder)</li><li>Image Reading (w/ reading comprehension strategies)</li></ul>
	<ul style="list-style-type: none"><li>Text A</li><li>Text E</li><li>Possible Sentences</li></ul>
	<ul style="list-style-type: none"><li>Text F</li><li>Sentence</li></ul>
	<ul style="list-style-type: none"><li>Text I</li><li>Signage</li><li>Under</li></ul>
	<ul style="list-style-type: none"><li>4.A.1</li></ul>
	<ul style="list-style-type: none"><li>Comm</li><li>Writing</li></ul>

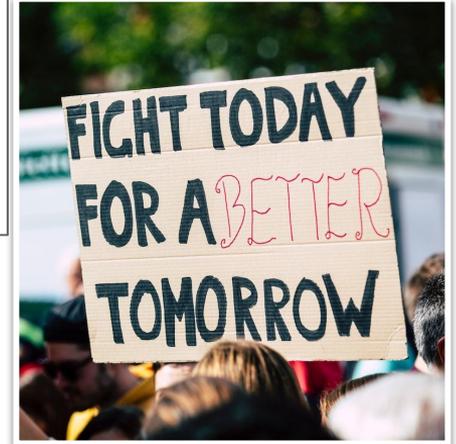
Framework for ALAC - Version 2 The United States' Long History of Protest	
<b>Lesson</b>	<b>Instructional Strategy Bank</b>
70 Minute Session: Building Background Knowledge and Vocabulary Development	<ul style="list-style-type: none"><li>Gallery Walk (Notice &amp; Wonder) w/Google Slides</li><li>Possible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



1960s Civil Rights Movement



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  
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