

CURRICULUM ADOPTION COMMITTEE

Session #2
Dec. 11, 2023

Agenda – Session #2

Welcome + Reconnect (3:30 PM)	Pick a Picture
Goals + Context (3:55 PM)	ESIP, ELD, and Supportive Mainstream
December Focus (4:15 PM): Materials Review	<p>Guiding Question: Do the proposed materials align with the vision and learning goals?</p> <ul style="list-style-type: none">• Our lenses of analysis• Jigsaw discussion• Share out
Wrap Up (5:00 PM)	Share Out Next Steps

WHAT WE'RE EXPERIENCING FROM THE CLASS TODAY

- Using all 4 language domains (*Speak, Listen, Read, Write*)
- “Jigsaw” collaboration strategy
- Examples of curriculum materials
- Examples of student work



COMMUNITY AGREEMENTS

- Be open.
- Be respectful.
- Be positive.
- Be human.
- Be YOU and know your contributions are valuable.
- *Anything we'd like to add?*

Working Plan

Timeline



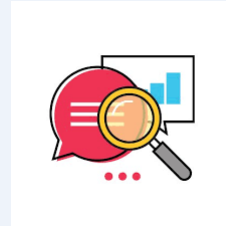
November

What are the
goals of the
class?



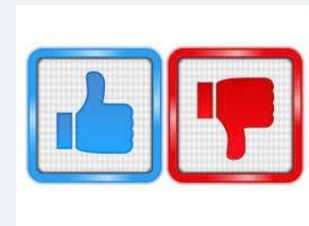
December

Do the
materials
match the
goals?



April

What does our
data tell us?



May

What do we
recommend?

COMMITTEE END GOAL

- **Decide** how well the materials meet the goals and needs of the class.
- **Share** our informed recommendation
 - the Instructional Materials Committee
 - School Board
- Our recommendations can be...
 - Yes!
 - Yes, AND...
 - Guidelines for an alternate solution.

LET'S (RE)CONNECT

OPTION A

Why does this image and/or question resonate with you?

OPTION B

Tell a story from your life that connects to this image.

“ESIP” Class

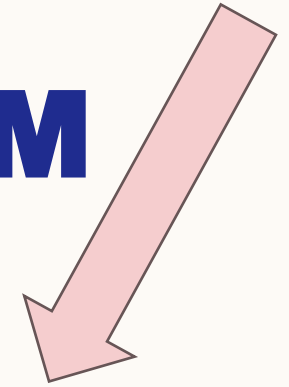
State guidance + research


**“Supportive
Mainstream”**



SUPPORTIVE MAINSTREAM

In alignment with our state's Inclusionary Practices Pilot:



 <p>MYTHS & FACTS Myth #3: Readiness for Inclusion</p>	<p>MYTH #3: Students with significant cognitive disabilities must show they are ready for the general education setting.</p>	<p>FACT: Every student is a general education student. All students have the right to be educated in general education settings.</p>
	<p>The Truth Is...</p> <ul style="list-style-type: none">• Students should not be required to reach specified benchmarks (e.g., a 2nd grader at Kindergarten proficiency) before receiving instruction in general education.• A student's needs, rather than disability, should determine placement. For example, a student with an intellectual disability should not automatically be placed into a segregated setting.• Mission and vision statements that read "all means all" should include the experiences of students with significant support needs.• Students with IEPs, including students with significant support needs, should not have to "earn their time" in general education or "prove" they will not engage in challenging behaviors before gaining access to general education environments.	

SUPPORTIVE MAINSTREAM

WIDA FRAMEWORK FOR EQUITABLE INSTRUCTION

Principle 2. Language proficiency is not a prerequisite for students' participation in meaningful disciplinary learning; instead, language development is an outcome of this learning.

Students expand their linguistic repertoires as they participate in learning opportunities that engage them in meaning-making. Meaning-making is a process of actively using one's resources (linguistic, cultural, and experiential) to make sense of concepts, phenomena, perspectives, experiences, or situations. Engaging in disciplinary practices means learning through meaning-making rather than learning content merely as a set of definitions, rules, procedures, or facts. Disciplinary learning through meaning-making provides abundant opportunities for language development. When students engage in the disciplinary practices described in content standards, they simultaneously develop new ways of thinking, acting, and using language (Walqui & Bunch, 2019, p.23). As they interact with peers and learn to use the tools of different disciplines, multilingual children and youth expand familiar ways of using language. Disciplinary meaning-making, while challenging, provides rich and authentic opportunities for language development because the principles that guide disciplinary learning often overlap with the principles that guide language development (such as building background knowledge, engaging in a series of activities that explore the same concepts, and revisiting and revising ideas). With support, multilingual learners can participate in disciplinary activities even at early levels of English proficiency.

New English proficiency exam in WA: WIDA ACCESS

11

Reading
Training Student

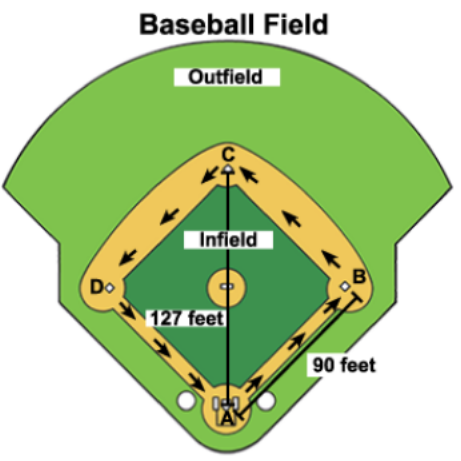
DRCINSIGHT™

Progress

← →

Geometry in Baseball

The small arrows in the picture show the path a player runs in a baseball game. To find how far a player runs, the students first measure the distance from point A to point B and find that it is 90 feet. They also find that the distance between points A, B, C, and D is always the same. To find the total distance a player runs, the students can either add all four sides of the infield together or multiply one side by 4.



Baseball Field

Outfield

Infield

127 feet

90 feet

1

Which equation shows the distance a player runs?

☐ Perimeter = 90 feet x 4

☐ Perimeter = 127 feet x 4

☐ Perimeter = 90 feet + 4 feet


☐ Perimeter = 90 feet + 90 feet + 127 feet

Listening
Training Student

DRCINSIGHT™

← →

Two Systems of Government



Student Government at Two Middle Schools in Parkville

	How Students Are Selected for Positions in the Student Council	
Position in Student Council	Lincoln Middle School	Wilson Middle School
President and Vice President	<ul style="list-style-type: none">Elected by all studentsIs not a Student Council Representative	<ul style="list-style-type: none">Elected by only Student Council membersMust be a member of the Student Council
Representative	<ul style="list-style-type: none">Elected by the students in each English class20 representatives total1 representative from each English class	<ul style="list-style-type: none">Elected by the students in each grade21 representatives total7 representatives from each grade (6th, 7th, and 8th)

ENGLISH FOR SOCIAL & INSTRUCTIONAL PURPOSES

Prerequisite: Scores at Entering/ Emerging on WIDA assessment and less than 3 years in the United States

This class welcomes students who have **arrived recently** in the U.S. and have achieved **Entering or Emerging status** in their English language development according to the WIDA Screener, Washington state's English proficiency test. Learning focuses on **Language for Social and Instructional purposes**—the language we use to engage in the learning environment, share ideas, and strengthen social connections. The class emphasizes community building, interaction, and discussion. Students will be encouraged to make connections between their home languages and the English language. They will also be invited to share their unique interests and experiences as we explore the strengths of living a multilingual, multicultural life. The **interconnected goals** of this class are to **build English language proficiency, to foster metalinguistic awareness, and to warmly welcome students into the Bellevue School District.**

OUR LENSES OF ANALYSIS



**EQUITY OF
OPPORTUNITY &
ACCESS**

Sentence Stems

I observed _____

I noticed _____


I think _____ because _____

I am curious about _____

When I _____, then _____

It reminds me of _____

because _____



**INTEGRATION OF
LANGUAGE &
CONTENT**



COMMUNITY



**LANGUAGE
DEVELOPMENT**

QUESTIONS? COMMENTS?

Please add your notes to the Parking Lot.



Texts +
Strategies

Vocab +
Strategies

Fluency +
Phonics

Reading		First Names From Romeo and Juliet, Act 2, Scene 2							
	Reading Strategies	Visualize: Form Mental Images Comprehension and Critical Thinking <ul style="list-style-type: none">• Generalize• Explain• Analyze Recognize Genre: Characters in a Play							
	Literary Analysis	Analyze Characters in a Play							
	Vocabulary	Key Vocabulary <table><tr><td>call</td><td>friend</td></tr><tr><td>different</td><td>like</td></tr><tr><td>everyone</td><td>other</td></tr><tr><td>everywhere</td><td>unique</td></tr></table> Vocabulary Strategy <ul style="list-style-type: none">• Relate Words: Word Categories	call	friend	different	like	everyone	other	everywhere
call	friend								
different	like								
everyone	other								
everywhere	unique								
	Fluency and Phonics	Fluency <ul style="list-style-type: none">• Phrasing• Accuracy and Rate Phonics Review <ul style="list-style-type: none">• Short Vowel Sounds							
Writing									
	Response to Literature								
		Write About Literature <ul style="list-style-type: none">• Quickwrite Written Composition <ul style="list-style-type: none">• Write a Postcard							
Language									
	Language Development								
	Grammar								
		Give Information							
		Use the Verb Be <ul style="list-style-type: none">• Statements with <i>Be</i>• Questions with <i>Be</i>• Negative Statements with <i>Be</i>• Contractions: <i>Isn't, Aren't</i>• Singular and Plural Nouns• Nouns as Subjects Use Complete Sentences							
	Listening and Speaking	Listen to a Conversation Research and Speaking <ul style="list-style-type: none">• Expand the Story							

Writing + Self
Expression

Conversation

Word	meaning	Vocabulary bridge to my language
beautiful	Something that is Pretty	
grow	to make bigger.	
hard	Something that is difficult.	
home	Where you live	
leave	go away	
miss	feeling sad when you think of people or places.	
together	to combine things or people.	
Wait	to stay in one place until something happens	

PREPARE TO READ

► Growing Together
► My People

Who Am I?

Learn how your family and culture are part of you.

Learn Key Vocabulary

Pronounce each word and learn its meaning.

Key Words

beautiful (byū-ti-fūl) adjective
pages 43, 44



Something that is **beautiful** is pretty. The roses are **beautiful**.

grow (grō) verb
pages 38, 45



To **grow** is to make bigger or to cultivate. A lemon tree **grows** lemons.

hard (hārd) adjective
pages 37, 41



When something is **hard**, it is not easy to do. Rock climbing is **hard**.

home (hōm) noun
pages 34, 37, 41



A **home** is where you live. The family is happy and comfortable at **home**.

leave (līv) verb
pages 37, 41



To **leave** is to go away. She is happy to **leave** the group.

miss (mīs) verb
page 36



When you **miss** people or places, you are sad that you are not with them. She **misses** her little sister.

together (tū-gə-thər) adverb
page 38



When you put things **together**, you combine them. She plants the flowers **together**.

wait (wāit) verb
page 39



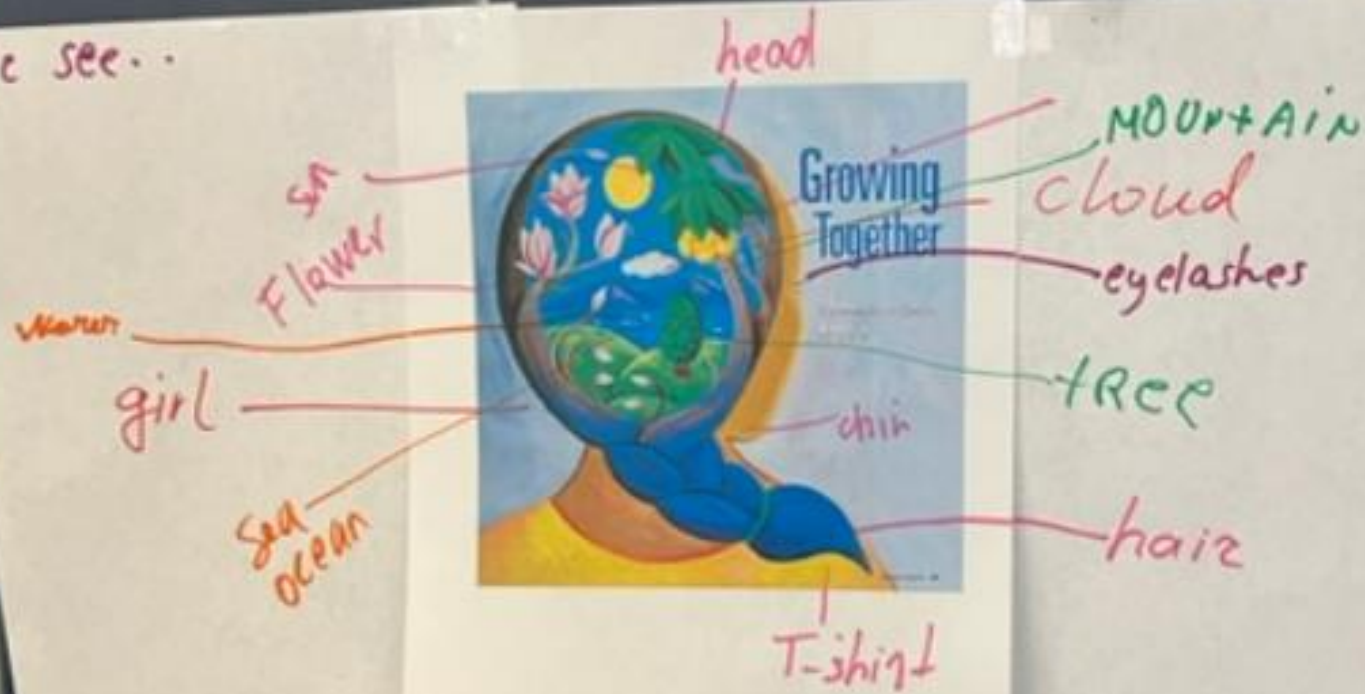
When you **wait**, you stay in one place until something happens. The people **wait** for the bus to stop.

Practice the Words Make a **Word Web** for each Key Vocabulary word. Then compare webs with a partner.

Word Web



We see...



This picture is about...

~~this~~ imagination
world
nature



Growing Together

(함께 자라나기)

장르: 단편 소설

카르미타(Carmita)가 쿠바에서 조지아로 가야 했을 때 그녀는 위화감을 느낍니다. 그녀는 고향의 아름다운 망고 나무가 루척이나 그립지만 지금은 보이는 것이라고는 태산록이라는 망고리아 밖에 없습니다. 그러나 그녀의 아버지는 나무는 절록이 가능하며 그녀도 마찬가지로 일깨워줍니다. 그녀는 아버지의 말씀에 두 문화에 모두 적응할 수 있는 용기를 얻게 됩니다.

How to Improve Phrasing

Reinforce Guide students through the three steps and the chart that follows. Model the appropriate pauses or emphasis for each punctuation mark. Have students repeat after you.

Model Model reading a paragraph without pauses, running all of the words together. Then read the paragraph with proper pauses. Ask: *What did I do differently in the two readings? Why is it important to group words together when reading?* Have students discuss how your flow and meter affect their comprehension of the paragraph.

Practice Print a copy of a fluency passage from myNGconnect.com. Model putting pause marks in the first few sentences, and then read them aloud. Have students mark the pauses for the rest of the passage. Encourage them to read aloud one sentence at a time to find the right locations of the pause marks. Then have students read the paragraph using the pause marks as cues.

Reading Fluency

How to Improve Phrasing

Use your voice to group words together.

When you read, follow these steps:

1. Read at an even pace. Do not read too quickly or too slowly.
2. Pause for key words.
3. Use punctuation to tell you when to stop, pause, or emphasize.

Mark	Name	What to Do
.	Period	Pause at the end of a sentence.
,	Comma	Take a short pause within the sentence.
!	Exclamation point	Emphasize the end of the sentence. Then pause.
?	Question mark	Emphasize the end of the sentence. Then pause.

Practice Phrasing

Put a slash mark (/) within a sentence where you will pause.

/ = short pause

// = long pause

Read aloud. The slash marks will help you remember to pause.

There are many ways / to get involved in your school / and community. // Join a club. // Join a sports team. // You can play basketball, / soccer, / or tennis. //

The Elephant and the Crocodile

By: H. Berkeley Score

The Elephant and the Crocodile

- 1 An Elephant and a Crocodile were once standing beside
- 2 a river. They were disputing as to which was the better
- 3 animal.
- 4 'Look at my strength,' said the Elephant. 'I can tear up a
- 5 tree, roots and all, with my trunk.'
- 6 'Ah! But quantity is not quality, and your skin is not
- 7 nearly so tough as mine,' replied the Crocodile, 'for neither
- 8 spear, arrow, nor sword can pierce it.'
- 9 Just as they were coming to blows, a Lion happened to
- 10 pass.
- 11 'Heyday, sirs!' said His Majesty, going up to them, 'let
- 12 me know the cause of your quarrel.'
- 13 'Will you kindly tell us which is the better animal?' cried
- 14 both at once.
- 15 'Certainly,' said the Lion. 'Do you see that soldier's steel
- 16 helmet on yonder wall?' pointing at the same time across
- 17 the river.
- 18 'Yes!' replied the beasts.

QUESTIONS? COMMENTS?

Please add your notes to the Parking Lot.



Connect Across Texts

In "First Names," people say what their first names mean. Now read **dialogue** from a famous play. Romeo and Juliet are in love. What do the characters think a name means?

FROM
ROMEO
and
JULIET
ACT 2, SCENE 2


by William
Shakespeare



Romeo and Juliet is a very famous play. William Shakespeare wrote it more than four hundred years ago. But people still read and watch it today.

The play tells a sad story. The Capulet family and the Montague family hate each other. But Juliet Capulet and Romeo Montague

OBJECTIVES

Reading Strategy

- Connect Across Texts

Viewing

- Respond to and Interpret Visuals

Language Function

- Give Personal Information **T**

BUILD BACKGROUND

C Language Support

Read the title. Explain that the word *from* means that the selection is a small part of a larger work. Say: *This is an excerpt from, or small part of, the play Romeo and Juliet. This excerpt is from Act 2, Scene 2 of the play. A play is divided into acts. A scene is one part of an act.*

D Connect Across Texts

Chorally read the first sentence in Connect Across Texts. Review "First Names" and how that selection answers the Essential Question *Who am I?* Chorally read the rest of the

Writing + Self Expression

ACT 2, SCENE 2

JULIET. [*looking down from above*]
Oh, Romeo, Romeo! Why is your name "Romeo Montague"?
Change your name.
Or, just say you love me.
And I will change my name. I will **no longer be** a Capulet.

ROMEO. [*to himself*]
Should I wait to hear more or should I speak?

JULIET. [*continues*]
My family hates the name "Montague."
If you change your name, you will still be the man I love.
What is a name? A rose is a rose
Even if it is not **called** "rose."
And Romeo is Romeo
even if he is not called "Romeo."
Romeo, give up your name.
If you do,
then I will give you my heart.

was playing on the swing set
Dano day. Lee Mong-hyang saw
her and fell in love

Nam Won



But Nam Won's father, who was the governor
of Namwon, was appointed Director
Severely. They left for Han Yang



Byeonhak-do, newly appointed
gov. of Namwon, he wanted Chun-hyang.
However she reject to see her charity
for Namwon



Byeonhak-do was furious about
her activity. He tortured her and
sent to prison.



One day, Lee Mong-hyang
came back to Namwon, but
he became poor person.



The story of the girl
from Guatemala.

Maria Garcia



Jose Marti



I fall in love
with you



I also love you
but I'm already
committed to
another woman



Maria

Maria goes to a lake
and dies of cold upon
finding out that his love
one is getting married.



Jose Marti
dead and feels



Writing + Self Expression

WRITE ON YOUR OWN

OBJECTIVES

Writing

- Writing Process: Prewrite; Draft
- Generate Ideas Before Writing
- Plan and Organize Ideas
- Write a Draft

TEACH

A Your Job as a Writer

Writing Prompt Read aloud the prompt, then review each bulleted point with students to help them better understand what is expected of them for this assignment. Explain that poems can have different forms, such as free verse or rhymed. Students should choose the form that best fits their topic or feeling. Review poetic techniques, such as figurative language, and remind students to use these techniques in their poem.

Write on Your Own

Your Job as a Writer

Prompt Now you can write your own poem for your classmates. Tell them about you. Be sure your poem

- describes who you are, what you are like, or how you feel about a topic
- focuses, or concentrates on, one idea
- uses descriptive details
- uses rhyme and stanzas



Prewrite

Make a plan for your poem. Here's how.

1 Describe Yourself

Try one of these ways to brainstorm what you will say about yourself.

- Write down everything you can think of that describes you.
- Draw and label pictures or scenes. Show yourself doing what you love best or are good at.
- Complete a chart like this one.

Idea Chart

How I Look brown eyes black hair	How I Talk or Act talk slowly
What I Like to Do eat pizza sing	My Favorite Things my guitar music (the blues)

Who Am I?

Where I Am From By Shukri Abdirahman

I am from hair oil



from olive oil and combs



I am from the television that never turns off



Smell of Kenya, laughter, joy

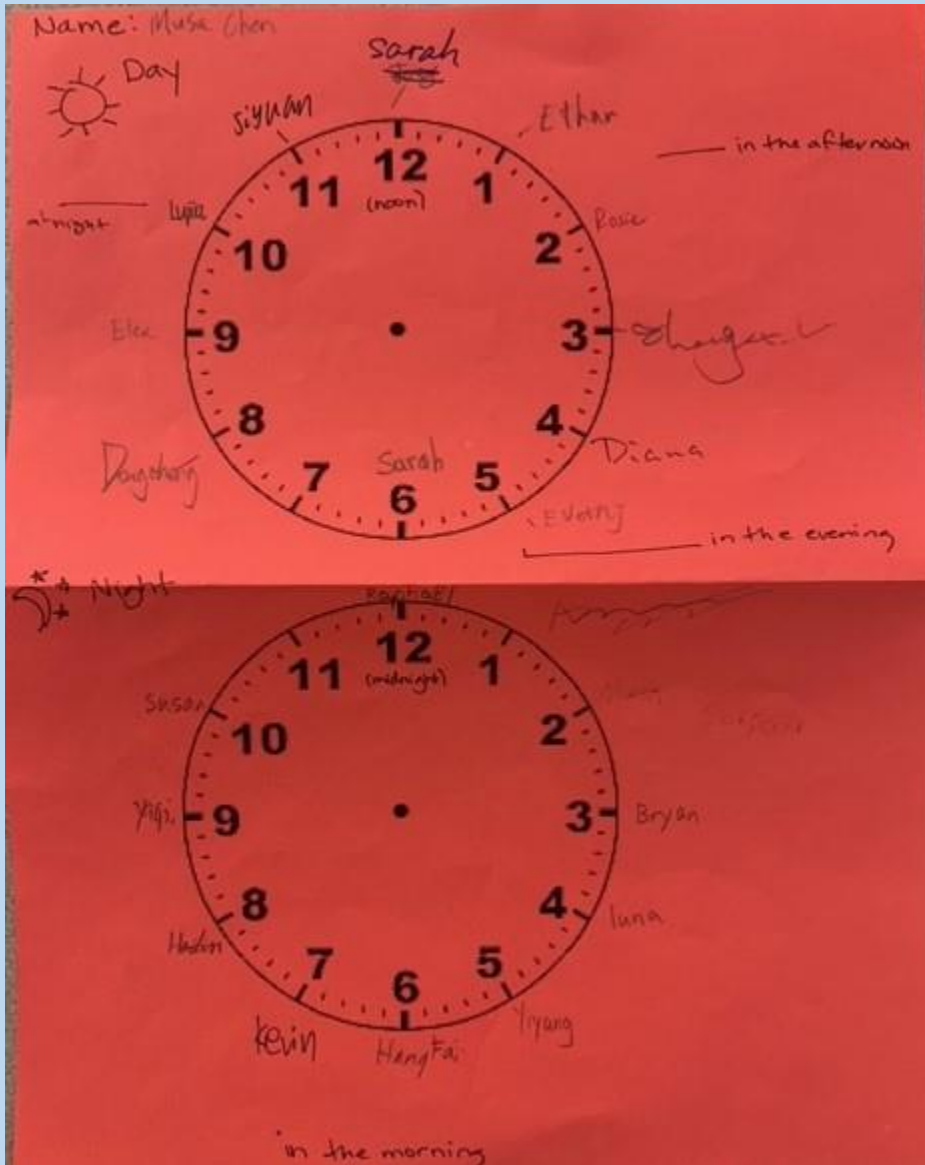


I am from the avocado tree,



Tall and wide.

Conversation



- You can use **do** to ask questions. Use **do** with **I, you, we, and they**. Also use **do** with **plural nouns**.

Do you have pictures of your family?

Do we like our family pictures?

Do they tell about our lives?

- When you ask questions with **do**, the **subject** comes after **do** and before another verb.

Do my sisters look like my grandfather?



Do I look like my grandfather?

Try It

A. Put the words in the right order to ask a question with **do**. Write the question correctly.

1. you / Do / have a picture of your cousins / ? _____

2. live in Argentina / they / Do / ? _____

QUESTIONS? COMMENTS?

Please add your notes to the Parking Lot.





DEBRIEF



Goal: Share our initial “pros and cons” so we know what further information we want/need.

- What is one important “pro” for *Edge* from your lens?
- What is one wondering or concern you still have?
- What information would help address that wondering or concern?