





Escalate English

RAISE PROFICIENCY. REALIZE POTENTIAL.

Students Developing Academic English



have Social Language

In grades 6-8



Need Accelerated Growth for Success



Board of Education
ESL 6-8
Recommended Resource Adoption
May 21, 2018

ELL Department
Dr. Annette Acevedo,
Sylvia Rodriguez,
and María Chamorro



Houghton Mifflin Harcourt.

Name	Location	Position
Dr. Annette Acevedo	ESC	ELL Director
Laura Azcoitia	Tefft Middle School	ELL Lead Teacher
Cecile Amador	Huff Elementary	Instructional Coach
María Barragán Ortiz	Tefft Middle School	8 th Grade Dual Language Teacher
Emily Braem	Nature Ridge	6 th Grade Dual Language Teacher
María Chamorro	ESC	ELL Instructional Coach
Abner Díaz	Abbott Middle School	7 th Grade Dual Language Teacher
Faviola Ximena Escobar	Larsen Middle School	7 th Grade Dual Language Teacher
Zindya Guerrero	ESC	ELL/DL Coach
Martha Guihan	Larsen Middle School	7 th Grade Dual Language Teacher
Patricia Makishima	ESC	Coordinator of ELL Initiatives
Ismael Martínez Galarza	Lincoln Elementary	6 th Grade Dual Language Teacher
Laura Ocampo	Ellis Middle School	ELL Lead Teacher
Arshiya Quadri	Liberty Elementary	ELL Language Resource Teacher
Mario Pestaña	ESC	Coordinator of ELL Initiatives
Isabel Rivera	Otter Creek Elementary	6 th Grade Dual Language Teacher
José Rosa	Huff Elementary	6 th Grade Dual Language Teacher
Michelle Rossi	Abbott Middle School	Bilingual Cross-Categorical Teacher
Sylvia Rodríguez	ESC	Coordinator of ELL Initiatives
Malitzina Salazar	Ellis Middle School	7 th Grade Dual Language Teacher
Corinna Soto	Huff Elementary	6 th Grade Dual Language Teacher
Karli Sumner	Lowrie Elementary	6 th Grade Dual Language Teacher
Isabel Torres	ESC	ELL Instructional Coach

**ESL Resource
Proposal
CALL TO
COMMITTEE
MEMBERS**

Resource Evaluation Tool - Rubric

English as a Second Language(ESL) Resource Evaluation Tool Grades 6-12

Resource Title: _____ Publisher: _____

Evaluated by: _____ Date: _____

Directions: based on each criteria listed, examine the resource presented and provide a rating and rationale.

Oracy		
Criteria	Evidence Rating	Rationale for the rating and/or evidence from the resource
1. The resource provides a language framework with supports aligned with WIDA and CCSS standards for student participation (pair/group/whole group discussions) and promotes the use of academic conversations.	Mark one: <input type="checkbox"/> Extensive <input type="checkbox"/> Sufficient <input type="checkbox"/> Some <input type="checkbox"/> Weak <input type="checkbox"/> Pending rating	
2. The resource provides a language framework, which scaffolds and supports language for student planning and delivery of effective presentations.	Mark one: <input type="checkbox"/> Extensive <input type="checkbox"/> Sufficient <input type="checkbox"/> Some <input type="checkbox"/> Weak <input type="checkbox"/> Pending rating	
3. The resource provides opportunities for the students to practice their listening and speaking skills within a meaningful context that support U-46 curriculum framework(s).	Mark one: <input type="checkbox"/> Extensive <input type="checkbox"/> Sufficient <input type="checkbox"/> Some <input type="checkbox"/> Weak <input type="checkbox"/> Pending rating	
Literacy		
Criteria	Evidence Rating	Rationale for the rating and/or evidence from the resource
4. The resource's materials consistently include a mix of short and full selections that contain rich and challenging content, ideas, and academic language suitable for close reading activities.	Mark one: <input type="checkbox"/> Extensive <input type="checkbox"/> Sufficient <input type="checkbox"/> Some <input type="checkbox"/> Weak <input type="checkbox"/> Pending rating	
5. The resource consistently provides opportunities for students to read both literary and informational texts, and includes scaffolding and differentiation strategies to support ELs.	Mark one: <input type="checkbox"/> Extensive <input type="checkbox"/> Sufficient <input type="checkbox"/> Some <input type="checkbox"/> Weak <input type="checkbox"/> Pending rating	



Alignment to the U-46 Strategic Plan



Thematic Category:
Student Achievement

Aspiration:

We will educate the whole student by providing an enriched, high quality experience that empowers all graduates to be competitive members of the global society.

Priorities:

We will implement and support a challenging, standards-based curriculum across all content areas.



Rationale

- Replaces obsolete and out of print ESL resource in grades 6-8
- Supports English language development for English Learners (ELs) in the Transitional Program of Instruction (TPI), Dual Language Program, and Bilingual Cross-Categorical Program
- Challenges students to actively engage with rich, grade-level content and to use academic language while providing them state-of-the-art support.
- Provides a learning path that helps ELs realize their potential, embrace the power of biliteracy, prepare for lifelong learning, and stay on track for college and career readiness.
- Compliance with *Illinois Administrative Code 228.30*, which requires instruction in English as a Second Language for both TBE and TPI instructional program models.
- Aligns with English language development standards (i.e., WIDA's ELDS).
- Meets the rigor of CCSS
- Focuses on thematic, content-based instruction





Council of the Great
City Schools

Full Access
to grade level content

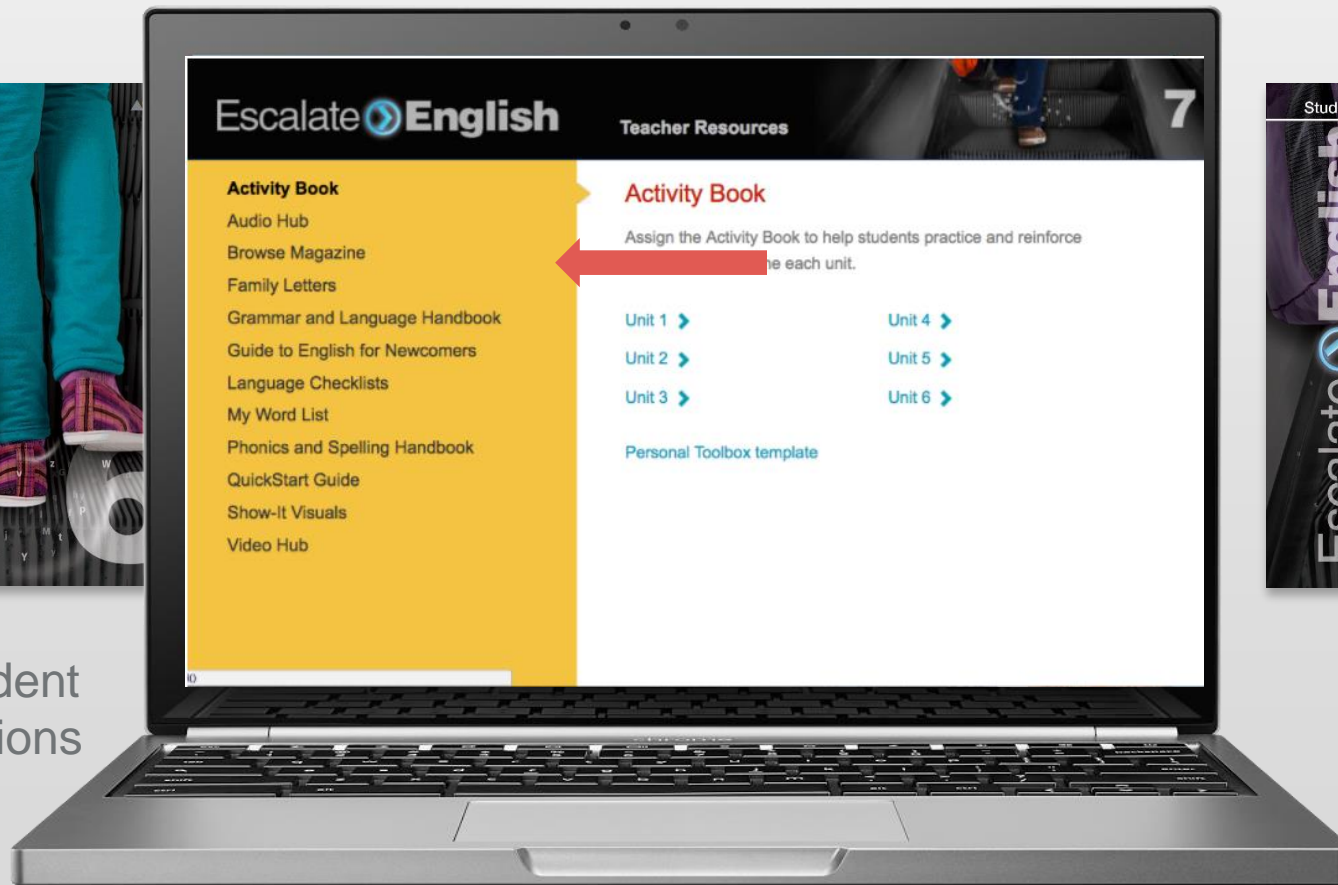
Access to complex
text that connects EL and
ELA instruction

Rigor
In Language Learning

Scaffolding
without compromising
rigor or content

Powerful Program Design

Streamlined Components



Student Editions

Activity Book

Electronic Access

**Power Strategies
for Effective
Teaching**

**Complex Text
and
Close Reading**

**Argumentative
Writing**

**Conducting
Research**

**Academic
Vocabulary**

**English
Learner
Support**

**Digital
Learning**



Grade 6 Unit Topics



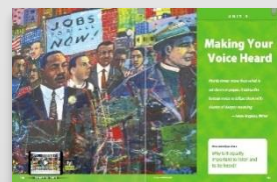
Unit 1: Facing Fear



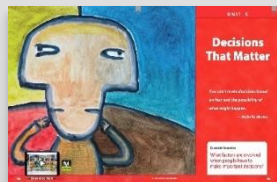
Unit 2: Animal Intelligence



Unit 3: Dealing with Disaster



Unit 4: Making Your Voice Heard



Unit 5: Decisions that Matter



Unit 6: What Tales Tell

Grade 7 Unit Topics



Unit 1: Bold Actions



Unit 2: Perception and Reality



Unit 3: Nature at Work



Unit 4: Risk and Exploration



Unit 5: The Stuff of Consumer Culture



Unit 6: Guided by a Cause

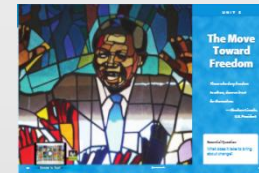
Grade 8 Unit Topics



Unit 1: Culture and Belonging



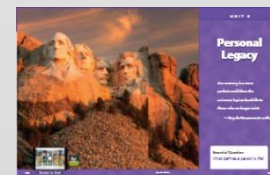
Unit 2: The Thrill of Horror



Unit 3: The Move Toward Freedom



Unit 4: Approaching Adulthood



Unit 5: Personal Legacy



Unit 6: The Value of Work



Highly Engaging Titles

NOVEL EXCERPT

• DOWNLOAD

Princess Academy: Palace of Stone

The Declaration of Independence was written by a group of men working together and states the rights of all people to equal liberties. In *Princess Academy: Palace of Stone*, Miri sees how powerful people working together can be.

Know Before You Go

The people in Miri's village, Mount Eskel, are at odds with the palace royalty. Despite the unfriendly relationship between the palace and the villagers, it is decided that the prince will marry a girl from Miri's village. All of the girls from the village are required to attend the new princess academy. One of the girls from the academy will one day marry the prince.

After the prince has chosen his princess, Miri travels with her to the city. There, Miri attends school at Queen's Castle, where she makes some new friends. These friends are making big plans, and revolution is in the air...

SETTING A PURPOSE

As you read, think about what effect Timon's words and actions have on Miri and the crowd.



LE P1.5.6a LA RL.5.1

from Princess Academy PALACE OF STONE

SHANNON HALE

He shrugged. "We pay tribute to the noble who owns the land we live on, the same as all commoners. Still, the wealth of the sea has been good to my family. My father is determined to make so much money the king will be forced to offer him a noble title. He thinks I'm a fool to fight for change."

"He's wrong," Miri said, feeling certain of the words.

Timon's smile seemed grateful. "Last year I tried to sell one of his ships and use the money to help families whose **tenement** was destroyed in a fire. He sent me back to the Queen's Castle because he didn't know what else to do with me. If I don't turn into a reformed, obedient boy, he'll ship me off to the **far-flung** territories to see how much I like the poor once I become one." He laughed. "But I don't care, Miri. Some things are more important than one person. Lady Sisela showed me that. I don't want to live a comfortable, small life. I want to change the world."

tenement: apartment house

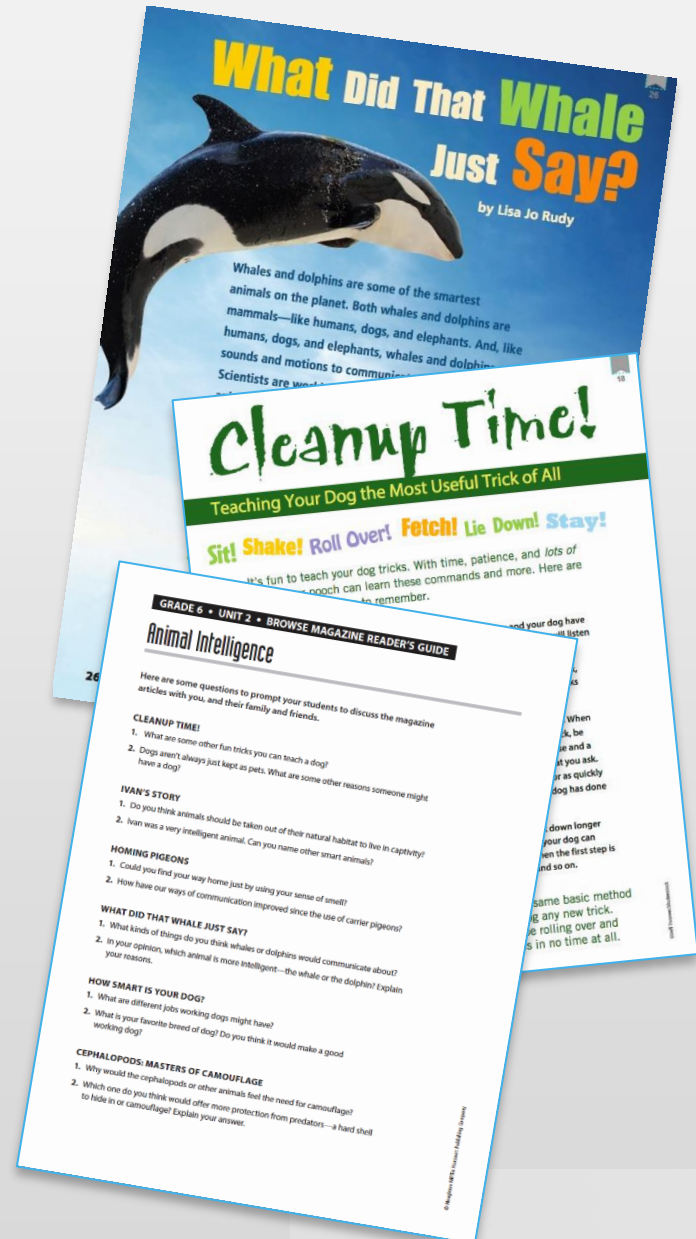
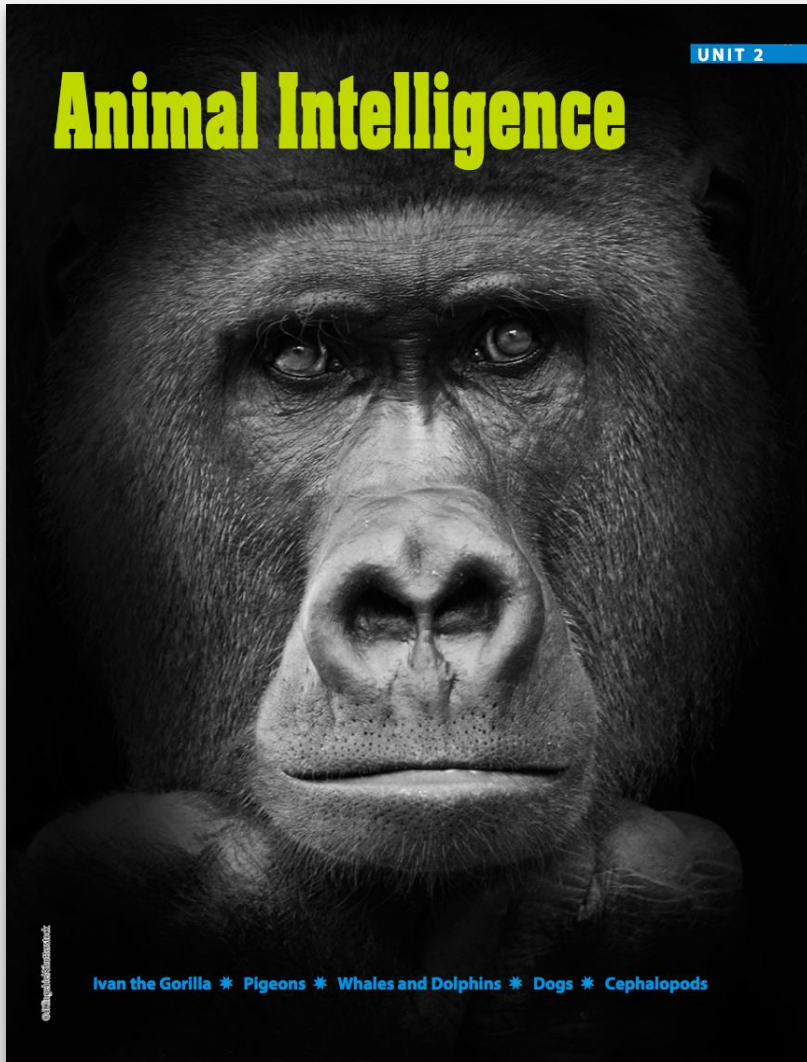
The **compound word** *far-flung* means "distant" or "remote."



Rigorous, Yet Accessible Texts



Independent Reading



Multi-media

Language Cam video

Watch the video to learn more about animal intelligence.

Dolphins or Chimpanzees?



Language Camp Videos



Podcasts

HMH FYI Sites



Houghton Mifflin Harcourt.

Alignment to Core

Houghton Mifflin Harcourt
Escalate English ©2017
Grade 6

correlated to the

Common Core State Standards
English Language Arts
Grade 6

Standard	Descriptor
Reading Standards for Literature	
RL.6.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Houghton Mifflin Harcourt
Escalate English ©2017
Grade 8

correlated to the

Common Core State Standards
English Language Arts
Grade 8

Standard	Descriptor	Citations
Reading Standards for Literature		
	Key Ideas and Details	
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	SE: Reading Toolbox: Making Inferences, 14; Analyzing the Text: Make Inferences, 154, 231; Upload (narrative), 14–15, 42–43, 67, 71, 84–85, 130–131, 149, 174–175, 212–213, 235, 254–255

6 th Grade - Unit 2					
How are people transformed through their relationships with others?—first trimester					
Strands	Reading – Literary/Informational	Writing		Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task purpose and audience.	Produce clear and consistent evidence based 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.
Instructional Focus Standards	1 – Cite textual evidence / draw inferences 2 – Determine central ideas/themes/summarize 3-Analyze characters/even 5- Analysis Structure	1 – Argument 3 - Narrative		– Prepare and participate	4 – Language in context
Topical Essential Questions	How do story elements convey meaning?	How does text impact the whole text?	How does literary analysis?	How do writers select and support appropriate text evidence in their writing?	How does an author's use of word choice and use of figurative language affect their craft?
Enduring Understandings	Meaning is gained through analysis of character, plot, setting, climax, conclusion, and theme.	Each section of a text impacts the development of the overall piece and its meaning.	A strong literary analysis points out the author's choices and explains the significance of these choices by developing an argument with new and complex understandings.	Writers identify ideas and text logically grounded to support their claim and then provides reasoning.	Authors use specific words and phrases to establish tone and allow their readers to gain insight and strengthen their understanding of the message.

SAYING YES To 100 HOURS

Why Community Service Is Important for Graduation

by Luis Alba

Should middle school students be required to complete 100 hours of community service in order to graduate? That's the question that the administrators of Rayne Middle School are considering. I am a sixth-grade student here at Rayne. To me, community service should mean more than a responsibility to learn in school. It is appropriate for us to be aware of the challenges that face our world. It is also important that we contribute to the greater good. Therefore, a requirement of community service is in our best interests and should be necessary for graduation.

By setting the number of required hours at 100, the middle school is creating a standard that is fair for all of us students. This standard number of 100 hours makes sense.

17.1–17.2

SUPPORTED READ

Introduce Author's Argument

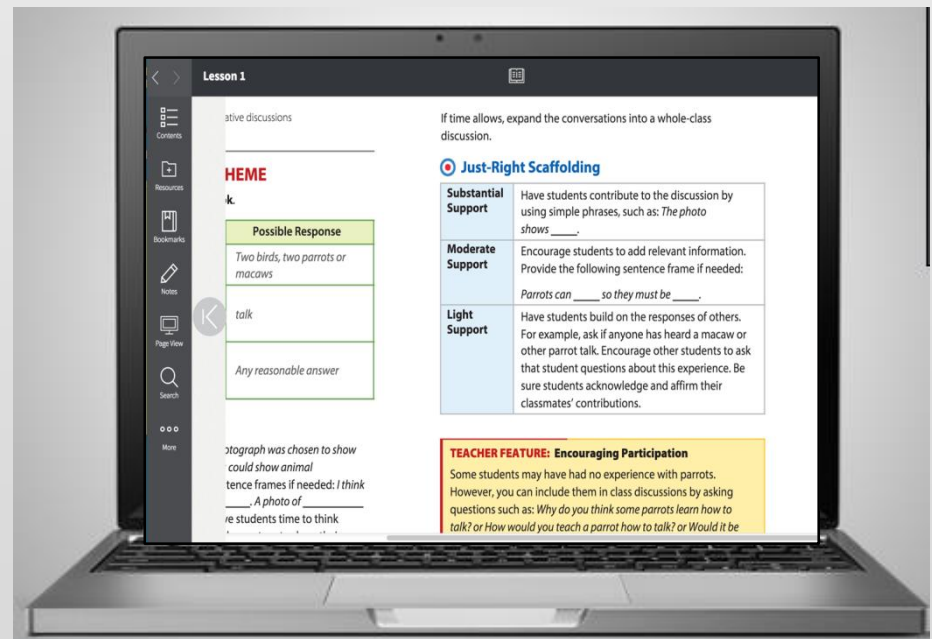
Prompt	Possible Response
What is the author's statement of claim?	why community service is important for graduation
Who is making this claim?	a sixth-grade student named Luis Alba

Powerful Student Access

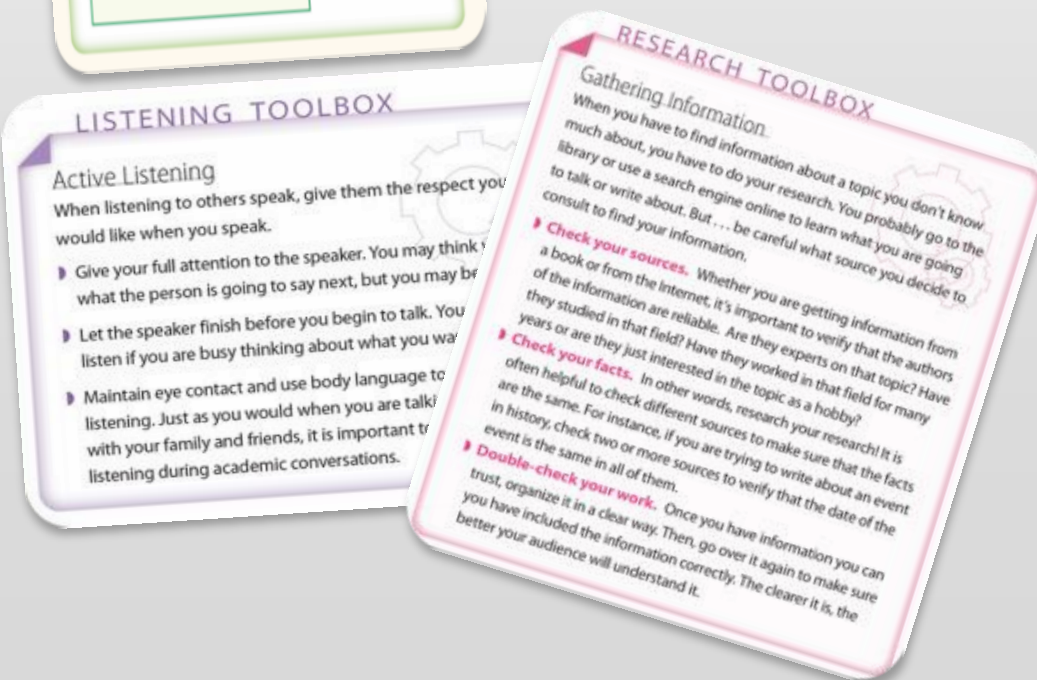
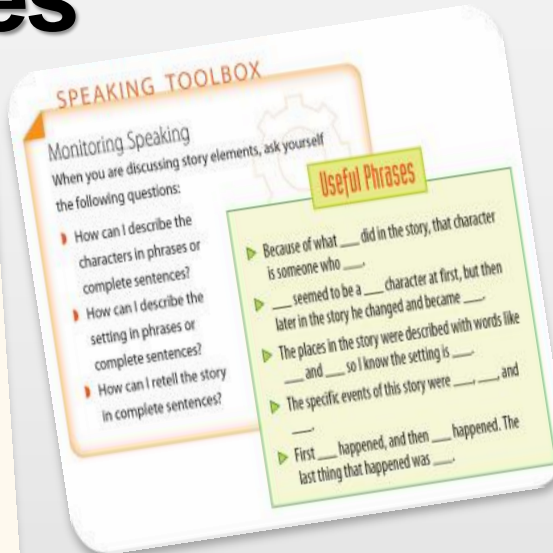
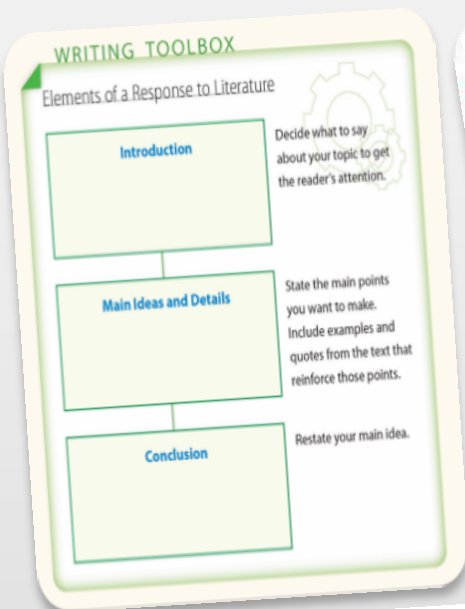
Personalized Learning in the Student eBook



Teacher eBook



My Instruction Toolboxes



Text Annotation

Strategies for Annotation

Cite Evidence

Have students reread lines 28–35. Tell them to use their eBook annotation tools to do the following:

- ▶ Highlight in **yellow** the central idea.
- ▶ Underline details that support the central idea.
- ▶ On a note, tell how this paragraph fits into the overall structure of the essay.



Egyptians' love of cats was well-known even to their enemies. One story tells of how Persian soldiers used cats to defeat an Egyptian army at the Battle of Pelusium more than 2,500 years ago. Persian soldiers had painted pictures of cats on their shields. Some historians say the soldiers held live cats in their arms. Others add that the Persians released an army of cats onto the battlefield. According to the story, the Egyptian soldiers instantly stopped fighting. They would rather lose the battle than take a chance on harming the cats!





Powerful Teaching Routines

Consistent Unit Structure

WEEK 1 INSTRUCTIONAL OVERVIEW




144

	LESSON 1	LESSON 2
Student Book		
Materials	Student Book pp. 46–47 Activity Book pp. 51–52 Show-It Visuals 1.2–1.4	Student Book pp. 48–49 Activity Book pp. 51, 53–54 Show-It Visuals 2.3–2.4 Browse magazine Unit 2
Focus of Each 15-Minute Lesson Part		
Part 1	1.1 EXPLORE THE TOPIC Connect Image and Theme	2.1 EXPLORE THE TOPIC Discuss Perspective
Part 2	1.2 EXPLORE THE TOPIC Connect Word and Theme	2.2 EXPLORE THE TOPIC Figurative Language
Part 3	1.3 BUILD VOCABULARY Introduce Academic Vocabulary benefit distinct environment illustrate respond	2.3 BUILD VOCABULARY Personal Vocabulary: My Word List alert mindful attentive sensitive conscious awake
Part 4	1.4 HOW ENGLISH WORKS Identify The Direct Object	2.4 HOW ENGLISH WORKS Identify The Direct Object

Digital Resources



145

LESSON 3	LESSON 4	LESSON 5
		
Student Book pp. 50–52 Activity Book pp. 55–57 Show-It Visuals 3.3–3.4	Student Book pp. 51, 52–53 Activity Book pp. 58–59 Show-It Visual 4.3–4.4	Student Book p. 53 Activity Book pp. 60–61 Language Cam Video: Dolphins or Chimpanzees? Show-It Visual 5.3 Assessment pp. H11–H12
Focus of Each 15-Minute Lesson Part		
3.1 EXPLORE THE TOPIC When Students Struggle... Describe Characters' Responses	4.1 EXPLORE THE TOPIC Comment on a Blog	5.1–5.2 EXPLORE THE TOPIC View for debating Compare and Contrast
3.2 EXPLORE THE TOPIC Collaborative Discussion Support	4.2 EXPLORE THE TOPIC Performance Task When Students Struggle...	
3.3 BUILD VOCABULARY Critical Vocabulary goals introduced stare (n) typical energetic maniac heave	4.3 BUILD VOCABULARY Specialized Vocabulary currycomb saddle dressed pick tack room ring	5.3 BUILD VOCABULARY Critical Vocabulary obstacles considered self-aware instinct abstract surroundings doubtful
3.4 HOW ENGLISH WORKS Identify The Direct Object	4.4 HOW ENGLISH WORKS Identify The Direct Object	5.4 HOW ENGLISH WORKS Assessment

Content Knowledge Connections

Stream to Start

INFORMATIONAL TEXT: SOCIAL STUDIES

• DOWNLOAD

The Divine Felines of Ancient Egypt

Think about the blogger and Cowboy's first meeting. How does the blogger benefit from Cowboy's ability to understand her feelings? Read ahead to find out more about the deep relationship between animals and humans.

READING TOOLBOX

Determine Central Idea and Details

A **central idea**, or **main idea**, is the most important idea about a topic. When you're asked to give the central idea of a story or an article, it is the most important idea that the author wants you to know about a topic.

The central idea can be an overall main idea for the entire article, as well as the most important point in a single section or paragraph.

Details are the examples, definitions, facts, quotations, and other elements that support the main idea.

As you work through this unit, remember to create your Personal Toolbox with strategies that work for you. It's available from Student Resources or from your teacher.

SETTING A PURPOSE



The Divine Felines of Ancient Egypt

by Leila Ali

When archaeologists opened an Egyptian tomb in the year 1888, they did not know what they would find. Perhaps there would be the mummy, or preserved body, of a king or queen. They never expected to see what this tomb contained, however. Inside were the mummies of more than 80,000 cats! Each small body was carefully wrapped in linen. They had been placed there thousands of years earlier. Why?

The First People to Domesticate Cats

Egyptians in ancient times—thousands of years ago—respected all animals, but they loved cats. Scholars believe that Egyptians were the first to **domesticate** cats, about 4,000 years ago. Most Egyptians were farmers and raised grains to survive. They came to depend on cats to kill the **vermin**, such as mice and rats, which ate their grain. Over a long period of time, African wild cats became used to humans, who fed them and took care of them. Some believe that wild cats lived with people in Mesopotamia years and years ago. But scholars think Egyptians were probably the first to truly domesticate cats.

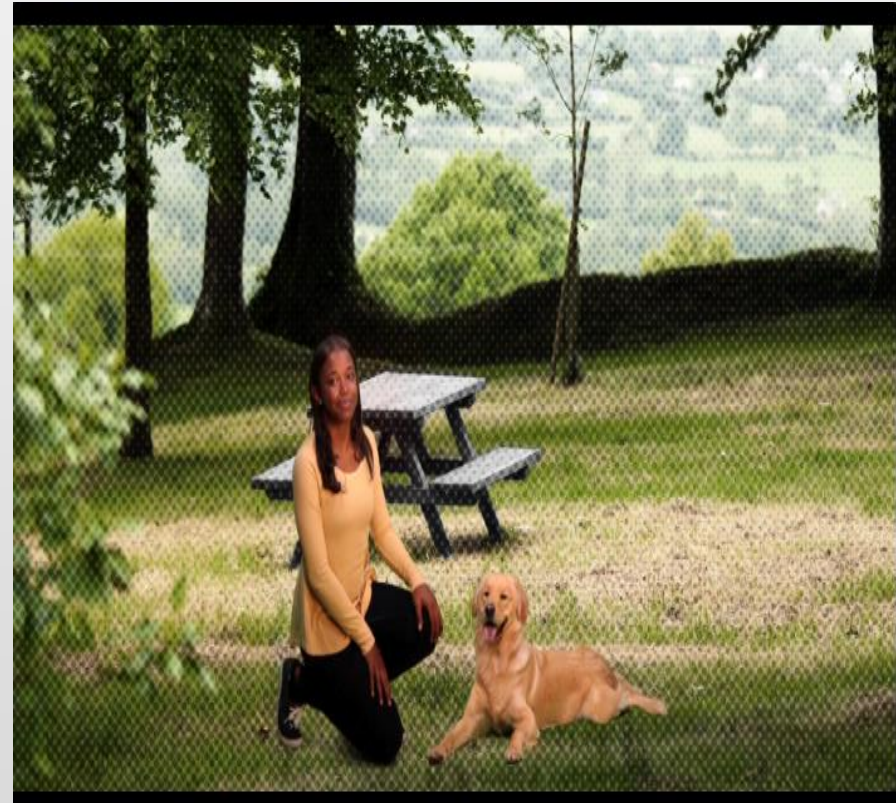
In ancient Egypt, cats were more than pets. They were almost gods. Egyptian gods and goddesses were connected with certain qualities and parts of daily life. In fact, there were two important goddesses who were associated with cats. Bast had the body of a woman and the head of a cat. A playful and affectionate **deity**, Bast was the

archaeologists: scholars who study human life in ancient times, especially by examining the physical remains of the past

domesticate: to train an animal to need and accept the care of humans

What other words in the sentence help you understand the meaning of **vermin**?

deity: (n.) a god or



INFORMATIONAL TEXT: SOCIAL STUDIES



Houghton Mifflin Harcourt.

Text X-Ray



Upload

OPPORTUNITIES

- This selection reads like a stream-of-consciousness blogger and includes a fair amount of colloquial language. Reading this type of prose can become more complex as the writer's ideas may not follow a predictable pattern.
- Writing in a conversational style can be a challenge. Connecting with pieces such as this one can help students express themselves more effectively.

HIGHLIGHTS

- Some students may not know what ADHD stands for. Clarify that it is the acronym for Attention Deficit Hyperactivity Disorder. Familiarize yourself with some of the condition's most common symptoms and treatment options, and share the information with your students. Relate this information to the blogger's experience with the condition.

CHALLENGES

Structure

Cause and Effect

Many students might be unfamiliar with the situation described in the selection. Ask them what they think about the respect Egyptians showed for cats. Mention cats' functions in the house, on the farm, and on the battlefield. Review the different versions of the story of the Battle of Pelusium. Then have students relate the Egyptians' love of cats and the fact that archaeologists found a tomb with 80,000 feline mummies in it.

DEMANDS

OVERVIEW

Summation of quantitative measures plus the four qualitative measures below

Levels of Meaning / Purpose

single topic

Structure

more unconventional text structure

Language Conventionality and Clarity

less straightforward sentence structure

Knowledge Demands

experience includes unfamiliar aspects

Text Complexity Rubric

Complexity

Quantitative measures plus the qualitative measures below

Levels of Meaning / Purpose

single topic

Structure

more unconventional text structure

Language Conventionality and Clarity

less straightforward sentence structure

Knowledge Demands

experience includes unfamiliar aspects

HIGHLIGHTS

- Some students may not know what ADHD stands for. Clarify that it is the acronym for Attention Deficit Hyperactivity Disorder. Familiarize yourself with some of the condition's most common symptoms and treatment options, and share the information with your students. Relate this information to the blogger's experience with the condition. Stress everything in the selection that would have been the same for any child her age learning how to ride a horse.
- Focus on the style of the writing. The use of punctuation, italics, and capitalization for emphasis gives readers clues as to the emotions the blogger is trying to convey. Some inferences can be made from stylistic choices like these.

COLLABORATIVE DISCUSSION

Discussing the Purpose With a small group, discuss whether it would have been hard for the domesticated cats to survive in the wild. Would the Egyptians' nurturing have benefited the cats? Cite specific facts and details to support your answer.

Analyzing the Text

- Summarize** What is the central idea of this text?
- Summarize** Explain how each paragraph supports this central idea.

Speak Out! During battle, the Egyptian soldiers stopped fighting because they didn't want to hurt the cats. Do you agree? Share your opinion with a partner.

Vocabulary Strategy: Word Families

This story contains some unfamiliar words that you may not recognize. One strategy for determining their meaning is to look for words that have roots you may know. Words with the same root make up a word family and have related meanings.

The following chart shows words from the story. Notice how the meanings of the related words are related to the meanings of their roots.

Story Words	Origin	Root	Related Words
preserved (line 3)	Latin	serv: to save, to protect	service, reserve
companions (line 29), accompanied (line 29)	Latin	col, con, com: together, with	company, collective
inscription (line 42)	Latin	scrib, script: to write	subscribe, prescribe

Practice and Apply Can you think of other related words that have one of the roots listed above?



Bast, an Egyptian goddess

©pandapaw/shutterstock

Monitor Progress and Inform Instruction

Performance Tasks

Ongoing Assessments

Self-Assessment

Language Checklists

My Word List

Formative

Language Analysis

Unit Pre-Tests

How English Works

Build Vocabulary

Performance Tasks

Unit Assessment



Performance Task

Writing Activity: Informative Essay

In this unit, you have read about different aspects of animal intelligence. You have read about animals from their point of view. You have also read about how their relationship to humans has changed as a result of new knowledge. Your task is to write an informative essay on the theme of animal intelligence.

Planning and Prewriting

Connect to the Theme

The bond between humans and animals is as strong as ever. But do we respect animals as intelligent beings—or think that their purpose is to serve us? How has the relationship between humans and animals changed over time? What part do culture and geography play? To write your informative essay, you will need a main idea. What will it be?

Write Down Some Possible Main Ideas

Write down several possible main ideas using the information you learned in the selections you've read. Here are some ideas to get you started.

- Animals and humans can find ways to communicate.
- Domesticated animals often retain some of their wild instincts.
- Sometimes connecting with an animal can help us understand ourselves better.

Choose the main idea that seems most interesting to you. Write it in the box below.

Decide the Basics

Now that you have a main idea that reflects the theme of the unit, you'll need to figure out how to support your idea with examples and details from the selections. Use the notes below to help guide your decision making.

Main Idea

The main idea is the "big idea" of your essay.

- Write your main idea in the form of a sentence.
- Think about the most important point you're making.
- Use an interesting, thought-provoking quote from one of the selections.
- Present a fact that will surprise readers or make them curious.
- Ask a question that readers can relate to.

Supporting Details

Supporting details are facts or examples that tell more about the main idea.

- Find details in the selections that support your main idea.
- Use enough details to support your main idea.
- Include evidence that is relevant to the topic.
- Include details from a variety of sources so that your main idea is wide-ranging.

Performance Tasks

Speech Lesson 2

Blog Lessons 4

Informative Essay Lesson 18

Writing Activity Lesson 24

Informative Essay Lesson 30



Houghton Mifflin Harcourt.

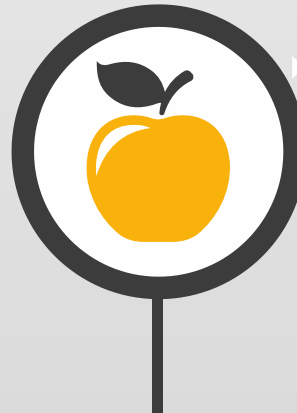
Escalate English
RAISE PROFICIENCY. REALIZE POTENTIAL.



PROFESSIONAL DEVELOPMENT

FALL 2018

Getting Started



Technical
Services



Houghton Mifflin Harcourt.

SUMMARY OF COST FOR RESOURCE ADOPTION

Summary of Cost Houghton Mifflin Harcourt <u>Escalate English</u> - DL, TPI & BCC Grades 6-8	
Total Value of Proposal (Grades 6-8)	\$246,058.91
Total Savings(Grades 6 - 8)	*(\$32,570.39)
Professional Development	\$0.00
Total Cost	\$213,488.52

*includes complimentary PD valued at \$8,850

THANK YOU!



“To be successful in school, ELs need ample opportunities to interact with complex text and thought by listening, speaking, reading, and writing. It’s more than just learning English—it’s learning in English!”

-Dr. Elena Izquierdo, University of Texas

