

ESL RESOURCE 9-12 ADOPTION PROPOSAL

U-46 Board of Education

June 3, 2019

Dr. Annette Acevedo – ELL Director

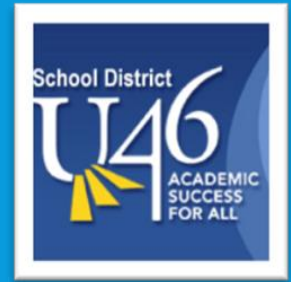
Jessica Baker – ESL Teacher at Streamwood HS

Patricia Makishima – ELL Coordinator

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

- Replace obsolete and out of print ESL resource in grades 9-12
- Support English language development for English Learners (ELs) in the Transitional Program of Instruction (TPI), Dual Language Program, and Bilingual Cross-Categorical Program
- Challenge students to actively engage with rich, grade-level content and to use academic language while providing them state-of-the-art support
- Provide 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
- Alignment with English language development standards (i.e., WIDA's ELDS)
- Meet the rigor of CCSS
- Alignment with U-46 ELA Framework Grades 9-12
- Focus on thematic, content-based instruction
- Provide language development opportunities in the four language domains within context

Acevedo	Annette	ELL Director	ESC
Amador	Cecile	ELL/DL Divisional	Larkin HS
Baker	Jessica	ESL Teacher	Streamwood HS
Chamorro	Maria	ELL Instructional Coach	ESC
Fabianczyk		Specialized Student Services	
Liakopoulos	Alicia	Assistant Director	ESC
Guerrero	Zindya	ELL Instructional Coach	ESC
Makishima	Patricia	ELL Coordinator	ESC
Muniz	Arleen	ESL Teacher	Larkin HS
			South Elgin
Perez	Pedro	ELL/DL Divisional	HS/Bartlett HS
Pestaña	Mario	ELL Coordinator	ESC
Poptcheva	Ginka	ESL Teacher	Streamwood HS
Rodriguez	Sylvia	ELL Coordinator	ESC
Torres	Isabel	ELL Instructional Coach	ESC
Vielle	Nicole	ESL Teacher	Elgin HS

English as a Second Language(ESL) Resource Evaluation Tool Grades 9-12

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	

RESOURCES SELECTED

- My Perspectives and English Language Development (ELD) Companion
 - Grades 9-12
 - ESL Levels 3, 4, 5
- Life by National Geographic Learning Cengage
 - Grades 9-12
 - ESL Levels 1,2 and Bilingual Cross Categorical

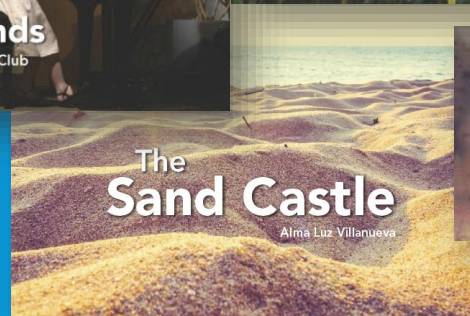
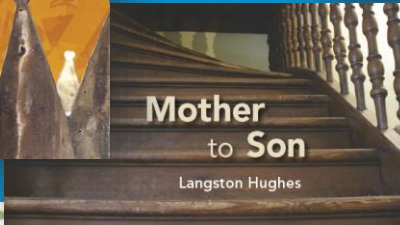
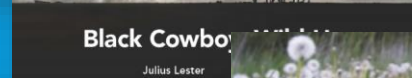
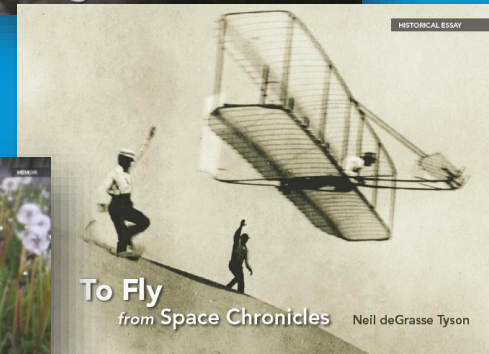


myPerspectives™ +
ENGLISH LANGUAGE ARTS

English Language
Development (ELD) Companion =

Tools to ensure success for ALL ELLs

MULTICULTURAL & MULTIGENRE



INTEGRATED ELD SUPPORT

Bridge
Students to
On-Grade
Level Texts

realize reader

Unit 2 Survival > Whole-Class Learning > The Seventh Man

The Seventh Man

Haruki Murakami

ANCHOR TEXT | SHORT STORY

Background Author Standards

32 The wave crashed on to the beach, shattering into a million leaping waves that flew through the air and plunged over the dyke where I stood. I was able to dodge its impact by ducking behind the breakwater. The spray wet my clothes, nothing more. I scrambled back up on to the wall and scanned the shore. By then the wave had turned and, with a wild cry, it was rushing back out to sea. It looked like part of a gigantic rug that had been yanked by someone at the other end of the earth. Nowhere on the shore could I find any trace of K, or of empty beach. The receding wave had now pulled so much that it seemed to expose the entire ocean bottom. I stood frozen in place.

33 The silence came over everything as if itself had been ripped from the earth into the far distance. I stood there, beach? K might be down there so to leave the dyke. I knew from experience.

34 I'm not sure how much time went by emptiness—when, just as I had guessed, shook the beach, and again, after that

desperate (DEHS puh'r iht) adj.
involving extreme danger
to action by a loss of hope

Multilingual
Glossary

Language: English

Arabic

English

Quinceañera
Birthday Bash
Preserves Tradition,
Marks Passage to
Womanhood

Natalie St. John



About the Author

Natalie St. John is a reporter and photographer based in Long Beach, Washington. St. John spent about a decade teaching at schools in Mexico, China, the Texas-Mexico Border, and Oregon before becoming a journalist. She now works as a writer for the *Chronicle Observer*. St. John grew up in California and is a graduate of Portland State University.

BACKGROUND

The quinceañera, popular both inside and outside of Mexico, celebrates a girl's fifteenth birthday and marks her passage from childhood to adulthood. The event begins with a religious mass attended by close family and is followed by a reception that features music, dancing, and food. The quinceañera emphasizes the value of family and society in a young person's life.

- 1 On a Saturday evening in July, Vanessa Negrete, 15, emerged from the hallway of an Oregon Way* union hall, and, surrounded by young men in white suits, shyly began performing the first steps of a tall—metaculously choreographed formal dance.
- 2 About 300 guests watched, riveted, as Negrete's escorts—her chambelanes—lifted Negrete high above their heads, twirling her in a full circle before setting her back down.
- 3 The surroundings were humble—fluorescent lights flickered, metal chairs squeaked and bumped against folding tables.
- 4 But dressed in her swaying violet ball gown and glittering tiara in an elaborate cascade of curls, Negrete, the guest of honor, was radiant.

* Oregon Way: street in Longview, Washington.

Quinceañera Birthday Bash Preserves Tradition, Marks Passage to Womanhood

Natalie St. John

NEWS ARTICLE

This text is an alternate version of the original selection, which appears in your student edition.

- 1 On a Saturday evening in July, Vanessa Negrete, 15, emerged from the hallway of an Oregon Way* union hall, surrounded by young men in white suits, the shyly began performing the first steps of a tall—carefully choreographed formal dance.
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- 3 The surroundings were humble. Fluorescent lights flickered, metal chairs squeaked and bumped against folding tables.
- 4 But Negrete, in her swaying violet ball gown and glittering tiara in an elaborate cascade of curls, was radiant. She was the guest of honor.
- 5 She spent weeks preparing this first dance. The quinceañera (keen say ahn YEH rah) is an elaborate celebration common in the Hispanic world. She had worked with the choreographer, the church coordinator, the food preparers, and the

Chunked Text

Leveled Texts

Available in:

- English
- Spanish
- Arabic
- Filipino
- Hmong
- Korean
- Punjabi
- Russian
- Simplified Chinese
- Traditional Chinese
- Vietnamese

Summarized &
Authentic Text

myPerspectives[™]
ENGLISH LANGUAGE ARTS

INTEGRATED ELD SUPPORT

Unit
Openers in
Spanish

Summaries in
Spanish

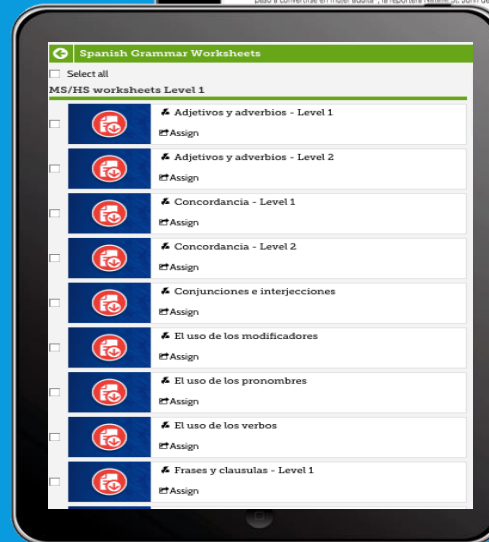
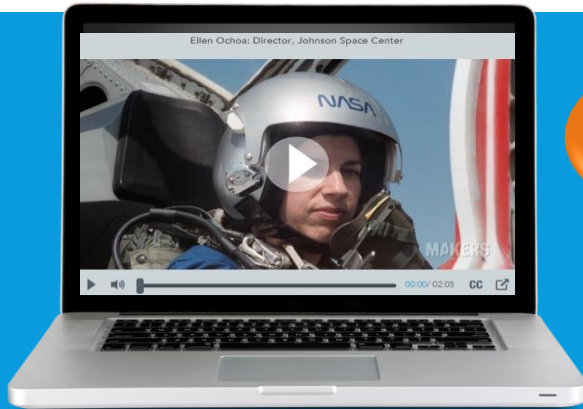
Transadapted
Texts

Spanish Grammar
Support

English

Español

myPerspectives
ENGLISH LANGUAGE ARTS

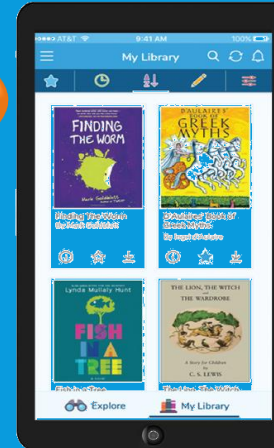


READING SPOT APP & DIGITAL LIBRARY & ELD COMPANION

Search texts by:

- Genre
- Lexile Level
- Guided Reading Level
- Grade Level
- Language
- Type

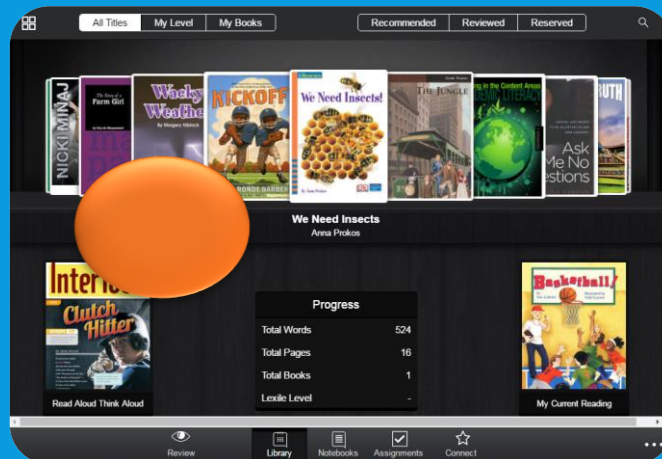
3,944 Texts
Available in English &
Spanish



Print & Digital
Resource
GRADES
6-12

3000+ Texts

Translation
Support
45+ Languages



- Help students get to grade level with independent, self-paced, and teacher-led instruction
- Targeted ELD instruction, support, and practice

ALIGNED CONTENT

unit themes and PBA in *myPerspectives*

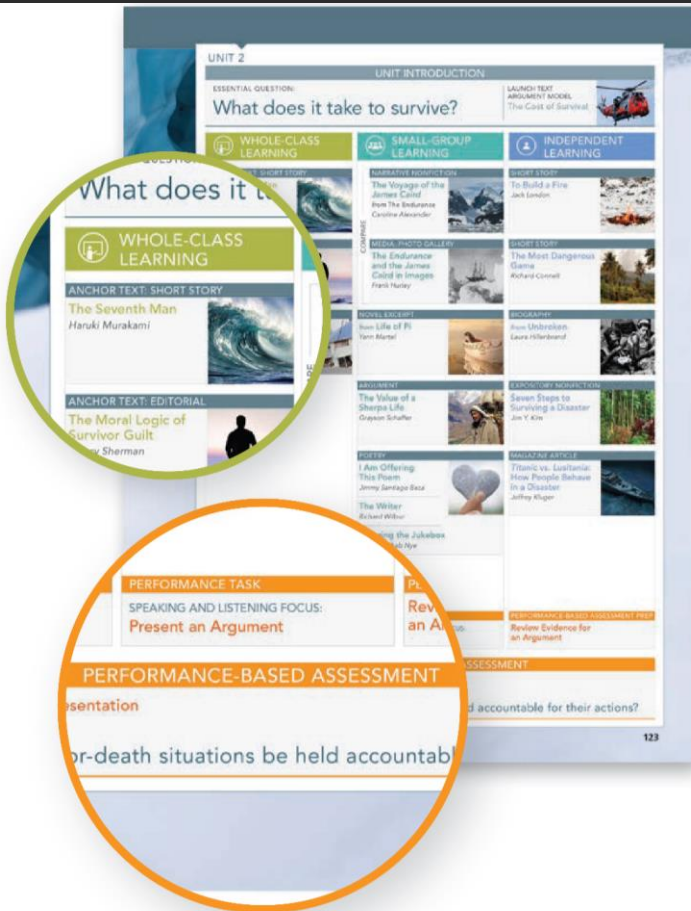


WHOLE-CLASS

"Riding with Rosa" *Short Story*
"An Awful Lot to Live For: The Story of 'The Iron Horse'" *Speech*
"Dieppe: A Doomed Mission" *News Report*
"The Ant and the Grasshopper" *Fable*
"Robots That Work" *Academic Text: Science*

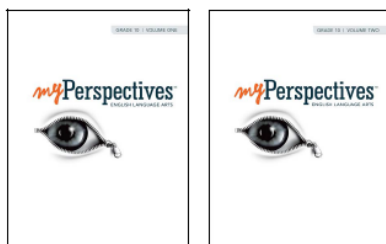
PERFORMANCE-BASED ASSESSMENT

Argumentative Essay Option: Oral Presentation



ALIGNMENT TO CORE

A Correlation of myPerspectives 10th Grade



To the

U-46 Secondary ELA Curriculum Frameworks Overview– 2015-2020



To the

U-46 Secondary ELA Curriculum Frameworks Overview– 2015-2020



[U-46 SECONDARY ELA CURRICULUM FRAMEWORKS OVERVIEW]

2015-2020

	Unit 4 Student/Teacher Edition Cite Textual Evidence (examples), 382, 396, 426; Literary Devices, 383; Development of Theme, 397; Character Development, 398; Speaker and Point of View, 439; Narrative Structure, 458; Poetic Structure, 466, 467	Presentation, 89; Group Presentation, 113; Analyze the Media, 88; Research: Digital Presentation, 99 Unit 4 Student/Teacher Edition Writing: Performance Task: Writing Process, 408–413; Writing to Sources: Diary Entry, 386; Character Analysis, 400; Short Story, 441 Speaking: Performance Task: Present an Informative Essay, 480–481; Speaking and Listening: Monologue, 387; Oral Interpretation, 401; Research: Multimedia Presentation, 429 Also see: Unit 6: Write a Nonfiction Narrative, 728–733	Unit 4 Student/Teacher Edition Conventions, 385, 459; Sentence Variety, 478; Language Development: Conventions, 411; Concept Vocabulary (examples), 394, 396; Language Functions: Imagery, 428; Poetic Language, 441
Assessments	Formative	Summative	
	Read and Analyze Text Characterization Activity Routine Writing Revision Process (Replace, Add, Delete, and Reorder) Unit 1 Student/Teacher Edition Character Development, 80 Writing to Sources: Narrative, 81 Unit 4 Student/Teacher Edition Writing to Sources: Diary Entry, 386 Comprehension Check, 381, 395, 437 Close Read the Text, 382, 396, 438 Character Development, 398 Writing to Sources: Character Analysis, 400 Also see: Unit 6: Write a Nonfiction Narrative, 728–733	Narrative Unit 1 Student/Teacher Edition Writing to Sources: Narrative, 81 Unit 4 Student/Teacher Edition Writing to Sources: Diary Entry, 386; Short Story, 441 Speaking and Listening: Monologue, 387 Also see: Unit 6: Write a Nonfiction Narrative, 728–733 <i>*Additional Summative Assessments developed by the grade level per building</i>	

Updated April 2015

Page 3

Life

Second Edition

Bring the world to the classroom and the classroom to life.

NGL.CENGAGE.COM/LIFE

A PART OF CENGAGE

...CONNECT TO AND PERSONALIZE FASCINATING, RELEVANT GLOBAL TOPICS

Life helps
learners
connect
to the
world.

Culturally
relevant.

After you watch

6 Vocabulary in context

a **2.2** Watch the clips from the video. Choose the correct meaning of the words and phrases.

b Complete the sentences in your own words. Then compare your sentences with a partner.

- The house was in a bad condition. The paint was peeling off ... and the ...
- I was very ill-prepared for ...
- For our summer holidays we are heading ...

7 Work in pairs. Retell the story from the video, taking turns to describe the events. Use these prompts to help.

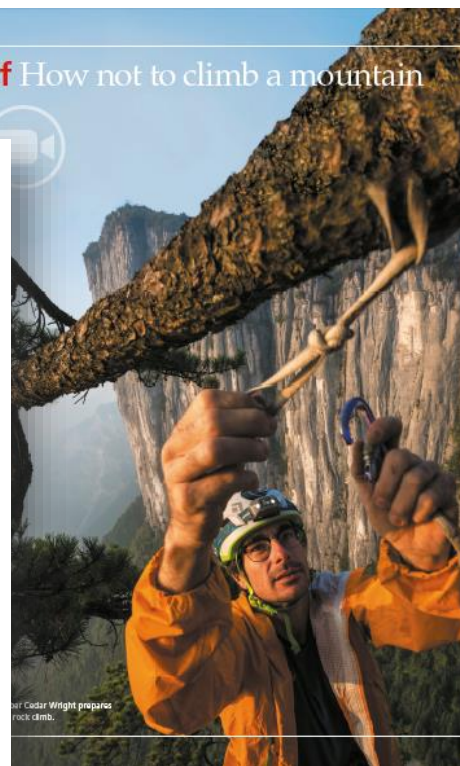
climb – Middle Palisade	realize – mistake
description – phones	walk – ridge
tough – wrong route	rock – peel off
top – summit register	arrive – twelve hours

8 Look at these situations (1–4). Imagine what could go wrong. Write two possibilities for each situation. Then compare your ideas with your partner. What would be the worst mistake, do you think? Why?

- You are starting a course of evening classes in English at a local college.
You go to the wrong room, and you realize five minutes into the lesson it is a French course.
- You are travelling to the airport to meet your friend where you will catch a plane to go on holiday together.
- You are going to a wedding party of an old friend. You take a card and a present with you.
- You are driving to a job interview. You leave the house in good time.

A woman sits arranging flowers – a performance artwork, Lima, Peru.

2f How not to climb a mountain



Unit 2 Storytelling

5 What did Cedar Wright say about their experience? Complete the sentences with these words.

awesome biggest exhausted false good paper stick treacherous vertical

- They thought the peak was Middle Palisade because it was 'the _____ mountain here'.
- The climb up the mountain was 'kind of _____'.
- At the top, they thought, 'Yes, that was _____'.
- The ridge they had to go along was _____ and looked like 'death on a _____'.
- The rock was peeling off 'like sheets of _____'.
- 'Can't _____ move' on this mountain and you are dead.
- At the end of the climb, they were 'completely _____'.
- Although the climb was horrible, his conclusion was '_____ times' 'you should totally do it'.

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summit register (n) /'sʌmɪt ˈdʒɪstər/ a book at the top of the mountain for people to sign (to keep a record of who has climbed the mountain)
treacherous (adj) /ˈtreɪʃərə/ very dangerous

FEATURES

- Updated and relevant **National Geographic** content, photography, and video engages learners by connecting them to people and places from around the world.
 - ‘**My Life**’ sections help learners explore the connections between the content and their own lives.
 - An extended **critical thinking** syllabus now includes **all six levels** and encourages learners to develop and share well-informed opinions.
 - Exciting **technology** makes learning lively and easily accessible.
- 

FEATURES (cont.)

- **‘Memory Booster’** activities improve students’ ability to retain and use new language.
 - A refined **grammar syllabus** provides increased scaffolding and an enhanced reference section.
 - Revised **vocabulary** in the reading sections focuses on high-frequency terms needed to understand the meaning.
 - **Classroom Presentation Tool** includes the workbook pages, extra support, and extension activities.
 - **Student App** includes video, audio, grammar practice, interactive reading practice, expanded wordlists, and games.
- 

KEY LANGUAGE DEVELOPMENT SUPPORTS

Vocabulary education

- 1 Work in pairs. Look in the box and tell your partner what you have done or will do.

apply to college
become an apprentice
take a (training) course
get a degree
get good / poor grades
go to college
graduate
retake an exam

A: When I left school, I ...
Then I ...

B: I got good grades
with a good degree.

► WORDBUILDING

Adding re- to the start of a verb means to do something again.
retake, reapply, redo

For more practice, see page 111.

- 2 Work in pairs. Ask your partner the questions. Ask if you can help.

- 1 Have you ever taken a course?
- 2 How many times have you taken a course?
- 3 Do you know anyone who has retaken a course?

Grammar past continuous / simple past

► PAST CONTINUOUS and SIMPLE PAST

While they were going down the mountain, he wasn't moving, but he was still breathing.
Note: We often use *when* and *while* to talk about action happening at the same time as another action.

For more information and practice, see page 111.

- 8 Look at the sentences in the grammar box. Work in pairs and answer these questions.

- 1 Which verbs talk about a continuing activity in the past?
- 2 Which verbs talk about actions that are finished in the past?
- 3 We often use the two verb forms together. Which verb form is used for the continuing activity? Which for the shorter, finished action?
- 4 What is the auxiliary verb in the past continuous? What is the form of the main verb?

Critical thinking different perspectives

- 5 Make notes to complete the table about the event described on page 111. If the motivation is not clear, put 'not clear'.

People Involved	Their view on the accident and Burkill's role in it	Motivation for taking this view
Peter Burkill	<i>took a risk but it worked and the rest was luck</i>	<i>did what any pilot would have done</i>
BA staff		
BA management		
AAIB*		
the press		

*Air Accidents Investigation Branch

- 6 Which of the people do you believe? Who do you think the newspaper's readers believed?

FOUR LANGUAGE DOMAINS

Speaking **myLife**

9 Write notes about your country or a country you know well. Use the ideas below or your own ideas.

- the most famous city
- the oldest city
- the most beautiful place
- the most popular place for tourists
- the best place to visit
- the hottest month
- the coldest month
- the cheapest way to travel

10 Work in pairs. Imagine you are going to the country your partner wrote about in Exercise 9.

Student A: Ask questions using the ideas in Exercise 9.


Student B: Answer Student A's questions using your notes from Exercise 9.

Change roles and have another conversation.

A: *What's the most famous city in Peru?*

B: *I think it's probably Lima, but I think Arequipa is the most beautiful city.*

Listening

3  69 Look at the photo above. Listen to a documentary about James Cameron's journey to the deepest place on Earth and complete the information.

- 1 The place: The Mariana Trench
- 2 Distance to the bottom: _____
- 3 Length of journey: _____
- 4 Type of transportation: _____
- 5 Number of new species: _____

documentary (n) /ˌdɒkju'ment(ə)ri/ a movie about real life
species (n) /'spiːsiːz/ type or group of animal

L Thanks, but I bought the same product at a store yesterday. Therefore, please cancel the order and, as requested, send me my refund.
Carlos

D As requested, here is the order number: 80531A

E Dear Mr. Martinez:
Thank you for your email. I apologise for the difficulties with your order. In order to provide you with the necessary assistance, could you please send me the order number?
Best regards,
Charlotte Lazzaro
Customer Service Representative

2 Read the emails in Exercise 1 again. Underline any phrases and expressions that ask for something or give instructions.

request a refund.

5 Work in pairs. Read your partner's email. How formal is the language?



POPULA



Many t
than ot
25 example, the loggerhead turtle leaves the beach
as a baby and swims around fourteen thousand
kilometers. Fifteen years later, the female turtle
returns to the same beach and lays eggs.

RATIONALE FOR RESOURCE SELECTION

MYPERSPECTIVES by Pearson

- Contains media-related tools, such as blogging
- Integrates with Google Classroom
- Rich variety of informational, fiction and poetry
- Online library
- All resources are readily available in one “location”
- Data dashboard with online progress monitoring
- Authentic and current audio /videos (NPR audio, Teaching Channel) - ListenWise – updated daily
- Clearly aligned to U-4,6 ELA units of study+ CCSS and WIDA
- Broadcasting opportunity for students
- OpenEd – K-12 education resource library (age/educational appropriate filter) (games, videos, etc)
- Good for ESL Levels 3,4,5
- Editable assessments
- Promotes language development and support ELA Framework components within the four language domains (WRLS)
- Promotes critical thinking – Depth of Knowledge (DOK)
- Encourage teachers to work in small groups and build independence with self-assessment student led activities.
- Parent communication component, including Spanish

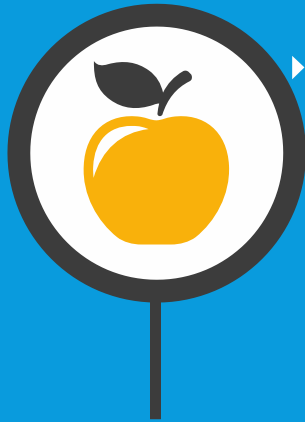
LIFE by National Geographic Learning CEngage

- In-depth vocabulary and grammar expectations within context
- Rich visuals and videos promote interactions/discussions among students
- Activities focus on peer interaction and collaboration to support language development in the four language domains.
- Engaging short reading passages
- Provides language development strategies for ELs in ESL Levels 1 and 2
- Passages are high interest, low readability – appropriate for self-contained special education students
- Provides support on vocabulary acquisition
- Good online components

PROFESSIONAL DEVELOPMENT

SUMMER 2019 and/or FALL 2019 TBD

Getting Started



**Technical
Services**

(If necessary)

SUMMARY OF COST FOR RESOURCE ADOPTION

myPerspectives

School Year	Grade Level	Number of students	Number of teachers
	ESL Levels 3,4 and 5	*based on SY 2018-2019 with 10% increase	*based on SY 2018-2019 with 10% increase
2019-2020	Dual Language and TPI ELs 9 th Grade	339	8
	Dual Language and TPI ELs 10 th Grade	270	8
	TBE and TPI ELs 11 th Grade	149	5
	TBE and TPI ELs 12 th Grade	145	4

Summary of Cost*	
Pearson Reading Spot, myPerspectives English Language and iLit Dual Language, TBE and TPI Grades 9-12	
Total Value of Proposal (Grades 9-12)	\$230,036.43
Professional Development - Complimentary	(\$7,600.00)
Total Savings (Grades 9-12)	(\$40,048.05)
Shipping and Handling	\$11,758.68
Total Cost	\$194,147.06
Cost per student	\$215.00

* Student consumable and digital courseware – 6-year subscription

SUMMARY OF COST FOR RESOURCE ADOPTION *Life*

School Year	Grade Level 9-12 ESL Levels 1, 2 and Bilingual Cross Cat.	Number of students *based on SY 2018-2019 with 10% increase	Number of teachers *based on SY 2018-2019 with 10% increase
2019-2020	Life 1	459	19
	Life 2	495	19
	Life 3	210	10

Summary of Cost <i>Life</i> National Geographic CEngage Learning Dual Language, TBE, TPI and Bilingual Cross Categorical Grades 9-12	
Total Value of Proposal (Grades 9-12)	\$78,044.50
Total Savings(Grades 9-12)	(\$3,356.50)
Professional Development	\$2,500.00
Total Cost	\$77,188.00
Cost per student	\$68.00

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