Cultural Brokers

The Lansing School District's Bilingual Education Department is committed to increasing parent and community participation by bridging communication and cultures across the district. Cultural brokers facilitate communication between parents, staff, and our district’s English Learner (EL) Families. Services can be utilized during school activities such as parent teacher conferences, IEP's, and school meetings.

To ensure that appropriate Cultural Broker services can be secured, please contact (517) 755-4892 one week in advance.

- Arabic
- Burmese (Chin, Karen and Karenni)
- Chizigua
- Croatian
- Farsi
- French
- Hindi
- Kinyarwanda
- Kirundi
- Lingala
- Nepali
- Croatian
- Pashto
- Somali
- Spanish
- Swahili
- Vietnamese

Academic and Instructional Best Practices

The Bilingual Resource Center at the Welcome Center (Elmhurst) provides educators with resources focused on supporting language acquisition and cultural competency. Feel free to visit the Resource Center to learn more about available materials for your classroom. Please utilize the following link to access research based instructional strategies and best practices.

http://www.lansingschools.net/downloads/welcome_center/els_academic_resources.pdf

Fifth Grade Learning Targets

Teacher Support Guide for English Learners

The Lansing School District wants to ensure that English Learners across all levels of language proficiency can access and fully engage with the rigorous grade-level Michigan English Language Arts Standards. These English Language learning targets are based upon WIDA’s Six Levels of English Language Proficiency and the Michigan English Language Arts Standards.

Introduction to Your EL Learning Targets

Yvonne Caamal Canul
Superintendent

Mark Coscarella, Ed.D.
Deputy Superintendent

Kimberly Johnson Ray
Assistant Executive Director for Student Learning

Delsa Chapman
Executive Director for Student Learning

https://www.wida.us/standards/

Many thanks to...
the teachers and administrators who helped develop and revise the pacing guides.
Performance Definitions for the Levels of English Language Proficiency in Grades K-12
At the given level of English language proficiency, English learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
</table>
| 6- Reaching | • specialized or technical language reflective of the content areas at grade level  
• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
• oral or written communication in English comparable to proficient English peers |
| 5- Bridging | • specialized or technical language of the content areas  
• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
• oral or written language approaching comparability to that of proficient English peers when presented with grade level material |
| 4- Expanding | • specific and some technical language of the content areas  
• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
• oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support |
| 3- Developing | • general and some specific language of the content areas  
• expanded sentences in oral interaction or written paragraphs  
• oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| 2- Emerging | • general language related to the content areas  
• phrases or short sentences  
• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support |
| 1- Entering | • pictorial or graphic representation of the language of the content areas  
• words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support |

These levels are designed in a ladder format to be read from bottom to top.

Resources*

Incorporate Research-based Instructional Practices into Teaching

- Give students access to a variety of activity settings such as individual, teacher-led small group, whole group, student group work, and choice.
- Encourage meaningful peer interactions and promote peer conversations. Avoid dominating classroom conversations by maintaining a balance of teacher and student talk.
- Emphasize oral language development – a premier instructional strategy for ensuring student success – by eliciting expressive language and listening to students’ thoughts.
- Provide active questioning and information gathering combined with hands-on experiences and direct social interactions.
- Provide opportunities for students to make predictions and brainstorm consequences.
- Help students monitor their own thinking by showing them how you approach a problem and the questions you ask yourself to monitor your own thinking process. Think out loud.
- Help students explain, justify, or demonstrate their own learning by offering opportunities to reflect upon, plan, and share their thinking.
- Use scaffolded instruction to ask open-ended questions, engage in feedback loops, and probe deeply into students’ thinking and understanding.
- Incorporate movement to activate the brain.
- Provide needed practice and repetition, models, demonstrations, information and guidance using didactic instruction.
- Incorporate both didactic and scaffolded instruction in a balanced fashion throughout the course of each school day and within each lesson.
<table>
<thead>
<tr>
<th>Speaking</th>
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<tbody>
<tr>
<td>□ Identify different genres through multiple readings of texts by teacher. (SL.5.2)</td>
<td>□ Quote accurately from text. (RI.5.1)</td>
<td>□ Carry out transition words or phrases to link ideas together. (W.5.1)</td>
<td></td>
</tr>
<tr>
<td>□ Engage in discourse appropriate to situation. (SL.5.6)</td>
<td>□ Interpret information found on informational webpages. (RI.5.7)</td>
<td>□ Write with stamina on a regular basis. (W.5.10)</td>
<td></td>
</tr>
<tr>
<td>□ Build on others ideas and express ideas clearly. (SL.5.1)</td>
<td>□ Analyze how multimedia elements contribute to a story. (RL.5.7)</td>
<td>□ Write a conclusion paragraph. (W.5.1)</td>
<td></td>
</tr>
<tr>
<td>□ Report on a topic using appropriate facts and descriptive details. (SL.5.4)</td>
<td>□ Talk about the structural elements of drama. (RL.5.5)</td>
<td>□ Participate in shared research and writing projects. (W.7.1)</td>
<td></td>
</tr>
<tr>
<td>□ Speak clearly and at an understandable pace. (SL.5.4)</td>
<td>□ Use evidence to support reasoning. (RL.5.2)</td>
<td>□ Edit writing to show proper conventions and language use. (W.5.5)</td>
<td></td>
</tr>
<tr>
<td>□ Enhance presentations by adding audio and visual displays that enhance the themes. (SL.5.5)</td>
<td>□ Determine the author’s purpose. (RL.5.2)</td>
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</table>

**Grade 5 Teacher Support Guide for English Learners**

**6 A Reaching student can:**

- Rehearse content related presentations with peers. (SL.5.4)
- Engage in discourse appropriate to situation. (SL.5.6)
- Build on others ideas and express ideas clearly. (SL.5.1)
- Report on a topic using appropriate facts and descriptive details. (SL.5.4)
- Speak clearly and at an understandable pace. (SL.5.4)
- Enhance presentations by adding audio and visual displays that enhance the themes. (SL.5.5)

**5 A Bridging student can:**

- Express ideas with supporting details. (SL.5.4)
- Share details about experiences with peers and adults orally. (SL.5.4)
- Present information on content related topics orally. (SL.5.4)
- Follow multi-step directions without modeling. (SL.5.1)
- Distinguish facts from opinion in oral discourse. (SL.5.3)
- Summarize a discussion. (SL.5.1)
- Identify reasons for actions in stories, songs, and poems. (RL.5.2)
- Explain how pictures and diagrams help clarify text. (RL.5.7)
- Describe how characters respond to major events and challenges. (RL.5.2)
- Develop an outline to organize ideas before writing. (W.5.5)
- Use persuasive language to produce opinion pieces. (W.5.1)
- Research and write about a topic. (W.7.1)
- Edit a peers' writing. (W.5.5)

**4 An Expanding student can:**

- State cause and effect. (SL.5.1)
- Summarize events in stories and real life. (SL.5.2)
- Ask questions in context with inflection. (SL.5.1)
- Determine when to use formal and informal English. (SL.5.6)
- Find details in text read aloud. (SL.5.2)
- Identify characters, plots, and settings from oral short stories. (SL.5.2)
- Construct models based on oral directions. (SL.5.1)
- Compare/contrast key details from two different texts about the same topic. (RL.5.3)
- Explain how details support the main idea of the text. (RL.5.2)
- Refer to parts of a story to describe how the story is organized and find details. (RL.5.5)
- Respond and ask questions to peers' written text. (RL.5.2)
- Reconstruct or re-enact stories using drawing or performances. (RL.5.2)
- Explain the meaning of words and phrases in text. (RF.5.3)
- Compare and contrast characters' points of view. (RL.5.3)
- Identify and use text features to locate information. (RI.5.7)
- Use inflection when reading text with different punctuation marks. (RF.5.3)
- Ask and answer questions about the details in text to show understanding. (RI.5.7)
- Identify and describe parts of a play. (RL.5.5)
- Explain how illustrations contribute to the mood of the character or setting. (RL.5.7)
- Write a narrative with a beginning, middle, and end. (W.5.3)
- Use technology to write and publish. (W.5.6)
- Write a paragraph of complete sentences. (W.5.10)
- Write opinion text that includes a conclusion. (W.5.1)
- Include character dialog including quotation marks. (W.5.3)
- Write a story with characters, setting, and events. (W.5.3)

ESL Targets are designed in a ladder format reading from bottom to top.

*These are requisite skills.*
## Grade 5 Teacher Support Guide for English Learners

<table>
<thead>
<tr>
<th>Speaking</th>
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<tbody>
<tr>
<td><strong>3 A Developing student can:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>◯ Tell why something happened in real life or in literature. (SL.5.2)</td>
<td>◯ Sequence pictures of stories read aloud. (SL.5.2)</td>
<td>◯ Determine the lesson or moral of the story. (SL.5.2)</td>
<td>◯ Choose a topic and write a topic sentence. (W.5.2)</td>
</tr>
<tr>
<td>◯ Participate in dialog with peers and teachers. (SL.5.1)</td>
<td>◯ Identify different perspectives or points of view. (SL.5.7)</td>
<td>◯ Summarize details in illustrated narrative or informational text. (RL.5.2)</td>
<td>◯ Revise and edit writing with help. (W.5.5)</td>
</tr>
<tr>
<td>◯ Ask questions for clarification. (SL.5.1)</td>
<td></td>
<td>◯ Order illustrations based on sequence of events from texts. (RL.5.2)</td>
<td>◯ Write a complete sentence to express an idea. (W.5.4)</td>
</tr>
<tr>
<td>◯ Generate grammatically correct sentences. (SL.5.1)</td>
<td></td>
<td>◯ Determine author’s point-of-view from illustrated text. (RL.5.6)</td>
<td>◯ Express ideas using correct verb tense. (W.5.4)</td>
</tr>
<tr>
<td>◯ Restate information with some detail. (SL.5.2)</td>
<td></td>
<td>◯ Identify characters, plot, setting, and sequence of events in narratives. (RL.5.2)</td>
<td>◯ Write a summary of an event or experience. (W.5.3)</td>
</tr>
<tr>
<td>2 An Emerging student can:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◯ Ask questions in context. (SL.5.1)</td>
<td>◯ Follow multi-step modeled oral instructions. (SL.5.1)</td>
<td>◯ Identify question words in text. (RF.5.4)</td>
<td>◯ Describe feelings or reactions. (W.5.3)</td>
</tr>
<tr>
<td>◯ Describe what is happening in pictures. (SL.5.2)</td>
<td>◯ Classify objects or information based on oral input. (SL.5.1)</td>
<td>◯ Recall content information from illustrated texts. (RI.5.2)</td>
<td>◯ Use sight words accurately in writing. (W.5.4)</td>
</tr>
<tr>
<td>◯ State facts in context. (SL.5.1)</td>
<td>◯ Evaluate options to make choices from oral descriptions. (SL.5.1)</td>
<td>◯ Identify the difference between long and short vowel sounds. (RF.5.3)</td>
<td>◯ Complete spelling of words with missing letters based on pictures. (W.5.4)</td>
</tr>
<tr>
<td>◯ Describe people, places, things, and events. (SL.5.1)</td>
<td>◯ Follow one-step modeled oral instructions. (SL.5.1)</td>
<td>◯ Use context clues to help understand a text. (RF.5.4)</td>
<td>◯ Write CVC words with oral prompt or picture. (W.5.4)</td>
</tr>
<tr>
<td>◯ Ask questions for clarification. (SL.5.1)</td>
<td>◯ Point to objects, characters and places from oral descriptions. (SL.5.1)</td>
<td>◯ Identify labeled illustrations signaled by question words. (RF.5.4)</td>
<td>◯ Include correct punctuation at the end of a sentence. (W.5.4)</td>
</tr>
<tr>
<td>◯ Initiate conversation. (SL.5.1)</td>
<td>◯ Respond to peers and teachers verbally or with gestures. (SL.5.1)</td>
<td>◯ Identify parts of a story; beginning, middle, end. (RI.5.5)</td>
<td></td>
</tr>
</tbody>
</table>