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

Seventh Grade Learning Targets

Many thanks to... the teachers and administrators who helped develop and revise the pacing guides.

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/
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>Language Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>6- Reaching</td>
<td>specialized or technical language reflective of the content areas at grade level</td>
</tr>
<tr>
<td></td>
<td>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</td>
</tr>
<tr>
<td></td>
<td>oral or written communication in English comparable to proficient English peers</td>
</tr>
<tr>
<td>5- Bridging</td>
<td>specific and some technical language of the content areas</td>
</tr>
<tr>
<td></td>
<td>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</td>
</tr>
<tr>
<td></td>
<td>oral or written language approaching comparability to that of proficient English peers when presented with grade level material</td>
</tr>
<tr>
<td>4- Expanding</td>
<td>general and some specific language of the content areas</td>
</tr>
<tr>
<td></td>
<td>expanded sentences in oral interaction or written paragraphs</td>
</tr>
<tr>
<td></td>
<td>oral or written language with 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</td>
</tr>
<tr>
<td>3- Developing</td>
<td>general language related to the content areas</td>
</tr>
<tr>
<td></td>
<td>phrases or short sentences</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td>2- Emerging</td>
<td>pictorial or graphic representation of the language of the content areas</td>
</tr>
<tr>
<td></td>
<td>words, phrases or chunks of language when presented with one-step commands, directions, W/H, choice or yes/no questions, or statements with sensory, graphic or interactive support</td>
</tr>
</tbody>
</table>

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

Resources

- 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.
# Grade 7

## Teacher Support Guide for English Learners

### Speaking

<table>
<thead>
<tr>
<th>A Reaching student can:</th>
<th>Evaluating</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rehearse content-related presentations with peers using multimedia components. (SL.7.5)</td>
<td>[☐]</td>
<td>[☐]</td>
<td>[☐]</td>
</tr>
<tr>
<td>• Describe qualities of formal and informal speech. (SL.7.6)</td>
<td>[☐]</td>
<td>[☐]</td>
<td>[☐]</td>
</tr>
<tr>
<td>• Use appropriate vocabulary. (SL.7.1)</td>
<td>[☐]</td>
<td>[☐]</td>
<td>[☐]</td>
</tr>
<tr>
<td>• Reference material appropriately during discussions. (SL.7.1)</td>
<td>[☐]</td>
<td>[☐]</td>
<td>[☐]</td>
</tr>
</tbody>
</table>

### Listening

<table>
<thead>
<tr>
<th>A Bridging student can:</th>
<th>Evaluating</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask questions that require elaboration and respond to others' questions and comments. (SL.7.1)</td>
<td>[☐]</td>
<td>[☐]</td>
<td>[☐]</td>
</tr>
<tr>
<td>• Present information on content-related topics. (SL.7.4)</td>
<td>[☐]</td>
<td>[☐]</td>
<td>[☐]</td>
</tr>
<tr>
<td>• Give demonstration with step-by-step details. (SL.7.4)</td>
<td>[☐]</td>
<td>[☐]</td>
<td>[☐]</td>
</tr>
<tr>
<td>• Use appropriate pronunciation. (SL.7.6)</td>
<td>[☐]</td>
<td>[☐]</td>
<td>[☐]</td>
</tr>
</tbody>
</table>

### Reading

<table>
<thead>
<tr>
<th>An Expanding student can:</th>
<th>Evaluating</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Express ideas with supporting details. (SL.7.4)</td>
<td>[☐]</td>
<td>[☐]</td>
<td>[☐]</td>
</tr>
<tr>
<td>• Summarize information expressed by others. (SL.7.1)</td>
<td>[☐]</td>
<td>[☐]</td>
<td>[☐]</td>
</tr>
<tr>
<td>• Evaluate the significance of people or events in oral presentations. (SL.7.2)</td>
<td>[☐]</td>
<td>[☐]</td>
<td>[☐]</td>
</tr>
<tr>
<td>• Participate in a content-related debate. (SL.7.3)</td>
<td>[☐]</td>
<td>[☐]</td>
<td>[☐]</td>
</tr>
<tr>
<td>• Paraphrase and summarize events. (SL.7.2)</td>
<td>[☐]</td>
<td>[☐]</td>
<td>[☐]</td>
</tr>
<tr>
<td>• State facts, evidence, or main ideas of classroom discussions in context. (SL.7.3)</td>
<td>[☐]</td>
<td>[☐]</td>
<td>[☐]</td>
</tr>
<tr>
<td>• Restate details of content-related topics. (SL.7.2)</td>
<td>[☐]</td>
<td>[☐]</td>
<td>[☐]</td>
</tr>
</tbody>
</table>

### Writing

| Definition of a text is using metaphorical or literal meaning. (RL.7.10) | [☐] | [☐] | [☐] |
| Distinguish facts from opinion in oral discourse. (SL.7.2) | [☐] | [☐] | [☐] |
| Construct models based on oral directions. (SL.7.2) | [☐] | [☐] | [☐] |
| Sequence a series of illustrated events from oral passages. (SL.7.2) | [☐] | [☐] | [☐] |
| Match complex descriptions to images. (SL.7.2) | [☐] | [☐] | [☐] |
| Match evidence to claims in oral discourse. (SL.7.3) | [☐] | [☐] | [☐] |
| Identify opposing perspectives. (SL.7.3) | [☐] | [☐] | [☐] |
| Modify views based on new information. (SL.7.1) | [☐] | [☐] | [☐] |

### ESL Targets are designed in a ladder format reading from bottom to top. *These are requisite skills.*
Grade 7

**Teacher Support Guide for English Learners**

### Speaking

- Adapt speech in different situations. (SL.7.6)
- Engage in discourse appropriate to situation. (SL.7.6)
- Restate information with some detail. (SL.7.2)
- Ask questions in context with inflection. (SL.7.1)
- Connect ideas with supporting details to show relationships. (SL.7.4)
- Compare content-related concepts. (SL.7.3)
- Sequence events using multiple verb tenses. (SL.7.1)
- Critique opposing claims. (SL.7.3)
- Use transitions/prepositions to connect ideas in conversation. (SL.7.6)
- Answer questions with complete sentences. (SL.7.1)

### Listening

- Identify different genres through multiple readings by teacher. (SL.7.2)
- Find details in text read aloud. (SL.7.2)
- Identify main ideas and details in oral discourse. (SL.7.2)
- Classify objects or information based on oral input. (SL.7.1)
- Follow multi-step modeled oral instructions related to content. (SL.7.1)
- Predict events based on clues given orally. (SL.7.2)
- Compare and contrast content-based information. (SL.7.3)
- Make claims from oral narrativ. (SL.7.4)
- Match oral sentences of cause and effect to illustrations. (SL.7.2)
- Identify points of view from short statements. (SL.7.3)
- Identify the main idea of a speech or text read orally. (SL.7.2)
- Ask questions to elicit elaboration or clarification. (SL.7.1)

### Reading

- Compare and contrast the main idea and details in two different text about the same topic. (RL.7.9)
- Explain details support a main idea. (RL.7.2)
- Refer to parts of a story to find details. (RL.7.1)
- Identify and describe parts of a play. (RL.7.10)
- Explain how illustrations contribute to mood. (RL.5.5)
- Describe character traits and feelings. (RL.7.3)
- Ask and answer questions about the details in a text. (RL.7.1)
- Identify parts of a poem. (RL.7.10)
- Self-correct while reading a text. (RL.7.10)
- Use context clues to help understand text. (RL.7.4)
- Identify characters, setting, plot, and sequence of events in a narrative. (RL.7.3)
- Recall content information from illustrated text. (RL.7.1)
- Identify main ideas and details in paragraphs. (RL.7.1)
- Identify opposing points of view. (RL.7.6)
- Explain how a character responds and changes over the course of a story. (RL.7.3)
- Sequence illustrated text. (RL.7.3)

### Writing

- Write a story with characters, setting, and events. (W.7.3)
- Choose a topic and write a topic sentence. (W.7.2)
- Include character dialog including quotation marks. (W.7.3)
- Revise and edit writing with help. (W.7.6)
- Use a variety of vocabulary in writing. (W.7.10)
- Express ideas using correct verb tense. (W.7.10)
- Write a summary of an event or experience (personal narrative). (W.7.3)
- Describe feelings or reactions. (W.7.3)
- Write a complete sentence to express and idea. (W.7.10)
- Compare and contrast information, events, or characters. (W.7.9)
- Avoid plagiarism. (W.7.8)
- Write a complete sentence to express and idea. (W.7.10)
- Use purposeful transitions. (W.7.10)
- Use prewriting and drafting strategies. (W.7.10)

---

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

*These are requisite skills.*