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

Eighth Grade Learning Targets

Teacher Support Guide for English Learners

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

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

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.
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:

| 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 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.
## ESL Targets

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

### 6 A Reaching student can:
- Rehearse content-related presentations with peers using multimedia components. (SL.8.5)
- Describe qualities of formal and informal speech. (SL.8.6)
- Use grade appropriate vocabulary. (SL.8.6)
- Reference material appropriately during discussions. (SL.8.4)
- Evaluate main ideas and supporting details in diverse formats (SL.8.2)
- Interpret information presented visually and orally (SL.8.2)
- Categorize details related to the main idea of multi-media presentations (SL.8.2)
- Reflect on others’ ideas during group discussions (SL.8.2)
- Create multi-media components to demonstrate understanding (SL.8.5)
- Read grade level text with purpose and understanding (RL.8.10)
- Read grade level text with fluency (RL.8.10)
- Evaluate an argument and its claims in a text and determine if the reasoning is sound (RI.8.8)
- Recognize when irrelevant evidence is introduced in a text (RI.8.8)
- Edit work to show proper conventions and language use (W.8.5)
- Participate in shared research and writing projects (W.8.7)
- Use technology to write and publish (W.8.6)
- Maintain a formal style throughout a piece of writing (W.8.4)
- Produce an engaging introduction to a narrative (W.8.3a)
- Write a script with a protagonist and antagonist (W.8.3b)
- Write using different points of view (W.8.3a)
- Produce writing for a particular audience (W.8.4)
- Incorporate graphics and multi-media to advance comprehension (W.6.2a)

### 5 A Bridging student can:
- Ask questions that require elaboration and respond to others’ questions and comments. (SL.8.1)
- Present information on content-related topics. (SL.8.4)
- Give demonstration with step-by-step details. (SL.8.4)
- Use appropriate pronunciation. (SL.8.6)
- Identify bias within claims in oral discourse (SL.8.3)
- Construct models based on oral directions (SL.8.1b)
- Evaluate oral presentation of peers using a rubric (SL.8.3)
- Determine if a text is using metaphorical or literal meaning (RL.8.4)
- Explain how pictures and diagrams clarify text (RL.8.7)
- Predict meanings of words based on context clues (RL.8.4)
- Identify reasons for actions in stories, songs, and poems (RL.8.3)
- Create an unbiased summary of a text (RL.8.2)
- Compare and contrast evidence found in multi-media and text (RI.8.7)
- Differentiate between facts, reasoned judgement, and speculation in text (RI.8.8)
- Locate and cite textual evidence that supports a claim (RI.8.8)
- Identify and use text features to locate information (RI.8.5)
- Critique peers’ written text (RI.8.5)
- Make predictions based on textual evidence (RI.8.1)
- Compare and contrast two or more versions of the same story by different authors or cultures (RI.8.9)
- Research and write about a topic using multiple sources (W.8.8)
- Use persuasive language to produce opinion pieces (W.8.1c)
- Establish the relationships between individuals, events, and ideas in text (W.8.3b)
- Write informative or explanatory text (W.8.2)
- Present opinions using research (W.8.7)

### 4 An Expanding student can:
- Express ideas with supporting details. (SL.8.4)
- Summarize information expressed by others. (SL.8.1)
- Evaluate the significance of people or events in oral presentations. (SL.8.1)
- Participate in a content-related debate. (SL.8.1)
- Paraphrase and summarize events. (SL.8.1)
- State facts, evidence, or main ideas of classroom discussions in context. (SL.8.3)
- Restate details of content-related topics. (SL.8.1)
- Distinguish facts from opinion in oral discourse (SL.8.3)
- Reflect on details given in oral discourse (SL.8.1d)
- Follow multi-step directions without modeling (SL.8.1b)
- Sequence a series of illustrated events from oral passages (SL.8.2)
- Match complex descriptions to images (SL.8.2)
- Match evidence to claims in oral discourse (SL.8.3)
- Identify opposing perspectives (SL.8.3)
- Modify views based on new information (SL.8.1d)
- Make inferences based on what the author has written (RL.8.1)
- Determine the lesson or moral of the story (RL.8.2)
- Analyze characters using examples from the text (RL.8.3)
- Explain the meaning of words and phrases in a text (RL.8.4)
- Compare and contrast points of view of characters (RL.8.3)
- Reconstruct or reenact stories using drawing or performances (RL.8.10)
- Evaluate evidence presented in support of claims (RI.8.5)
- Identify the characteristics of different genres (RL.8.7)
- Determine authors point-of-view from illustrated text (RL.8.2)
- Summarize details in illustrated narratives or informational text (RL.8.1)
- Order paragraphs in text (RL.8.1)
- Classifying pros and cons of claims and evidence presented within text (RI.8.8)
- Edit and provide feedback for a peers writing (W.8.5)
- Explain graphs and charts (W.8.2a)
- Compare content related texts from multiple sources (W.8.8)
- Write opinion texts on a topic that includes reasons and a conclusion (W.8.1e)
- Produce a content-related report (W.8.4)
- Use transitional words to write a summary (W.8.3c)
- Explain how the main idea and details are connected (W.8.4)
- Write a persuasive essay (W.8.1)
- Support opinions with content-related evidence and examples (W.8.1b)

*These are requisite skills.
## Grade 8 Teacher Support Guide for English Learners

### Speaking

<table>
<thead>
<tr>
<th>3 All Developing student can:</th>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify different genres through multiple readings by teacher. (SL.8.2)</td>
<td>- Identify different genres through multiple readings by teacher. (SL.8.2)</td>
<td>- Compare and contrast the main idea and details in two different text about the same topic. (RI.8.9)</td>
<td>- Write a story with characters, setting, and events. (W.8.3)</td>
</tr>
<tr>
<td>- Engage in discourse appropriate to situation. (SL.8.6)</td>
<td>- Engage in discourse appropriate to situation. (SL.8.6)</td>
<td>- Explain how details support a main idea. (RL.8.2)</td>
<td>- Choose a topic and write a topic sentence. (W.8.2)</td>
</tr>
<tr>
<td>- Reroute information with some detail. (SL.8.1)</td>
<td>- Reroute information with some detail. (SL.8.1)</td>
<td>- Refer to parts of a story to find details. (RL.8.1)</td>
<td>- Include character dialog including quotation marks. (W.8.3)</td>
</tr>
<tr>
<td>- Ask questions in context with inflection. (SL.8.1)</td>
<td>- Ask questions in context with inflection. (SL.8.1)</td>
<td>- Identify and describe parts of a play. (RL.8.9)</td>
<td>- Revise and edit writing with help. (W.8.5)</td>
</tr>
<tr>
<td>- Connect ideas with supporting details to show relationships. (SL.8.4)</td>
<td>- Connect ideas with supporting details to show relationships. (SL.8.4)</td>
<td>- Explain how illustrations contribute to mood. (RL.8.6)</td>
<td>- Write a paragraph of complete sentences. (W.8.10)</td>
</tr>
<tr>
<td>- Compare content-related concepts. (SL.8.3)</td>
<td>- Compare content-related concepts. (SL.8.3)</td>
<td>- Describe character traits and feelings. (RL.8.6)</td>
<td>- Use a variety of vocabulary in writing. (W.8.10)</td>
</tr>
<tr>
<td>- Sequence events using multiple verb tenses. (SL.8.1)</td>
<td>- Sequence events using multiple verb tenses. (SL.8.1)</td>
<td>- Ask and answer questions about the details in a text. (RL.8.1)</td>
<td>- Express ideas using correct verb forms. (W.8.10)</td>
</tr>
<tr>
<td>- Critique opposing claims. (SL.8.3)</td>
<td>- Critique opposing claims. (SL.8.3)</td>
<td>- Identify parts of a poem. (RL.8.9)</td>
<td>- Write a summary of an event or experience (personal narrative). (W.8.3)</td>
</tr>
<tr>
<td>- Use transition/prepositions to connect ideas in conversation. (SL.8.8)</td>
<td>- Use transition/prepositions to connect ideas in conversation. (SL.8.8)</td>
<td>- Self-correct while reading a text. (RL.8.10)</td>
<td>- Describe feelings or reactions. (W.8.3)</td>
</tr>
<tr>
<td>- Answer questions with complete sentences. (SL.8.1)</td>
<td>- Answer questions with complete sentences. (SL.8.1)</td>
<td>- Use context clues to help understand text. (RL.8.4)</td>
<td>- Write a paragraph with a main idea and details. (W.8.10)</td>
</tr>
</tbody>
</table>

### Listening

<table>
<thead>
<tr>
<th>2 All Emerging student can:</th>
<th>1 All Entering student can:</th>
<th>3 All Developing student can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Share details about experiences with others. (SL.8.1)</td>
<td>- Generate one word utterances and short phrases.*</td>
<td>- Identify different genres through multiple readings by teacher. (SL.8.2)</td>
</tr>
<tr>
<td>- Set academic goals. (SL.8.1)</td>
<td>- Respond orally to peers and teachers.*</td>
<td>- Engage in discourse appropriate to situation. (SL.8.6)</td>
</tr>
<tr>
<td>- Determine how to solve problems with support. (SL.8.1)</td>
<td>- Use appropriate eye contact and volume.*</td>
<td>- Reroute information with some detail. (SL.8.1)</td>
</tr>
<tr>
<td>- Retell a story from picture cues. (SL.8.1)</td>
<td>- Identify the main idea of a speech or text read orally. (SL.8.3)</td>
<td>- Ask questions in context with inflection. (SL.8.1)</td>
</tr>
<tr>
<td>- Ask questions in context. (SL.8.1)</td>
<td>- Understand and follow directions. (SL.8.1)</td>
<td>- Connect ideas with supporting details to show relationships. (SL.8.4)</td>
</tr>
<tr>
<td>- Generate sentences. (SL.8.1)</td>
<td>- Identify and select words with context. (SL.8.1)</td>
<td>- Compare content-related concepts. (SL.8.3)</td>
</tr>
<tr>
<td>- Describe what is happening in pictures. (SL.8.2)</td>
<td>- Sequence events using multiple verb tenses. (SL.8.1)</td>
<td>- Sequence events using multiple verb tenses. (SL.8.1)</td>
</tr>
<tr>
<td>- Answer simple questions related to topics in the classroom. (SL.8.1)</td>
<td>- Critique opposing claims. (SL.8.3)</td>
<td>- Use transition/prepositions to connect ideas in conversation. (SL.8.8)</td>
</tr>
<tr>
<td>- Describe people, places, things, and events using modeled sentences. (SL.8.1)</td>
<td>- Use context clues to help understand text. (RL.8.4)</td>
<td>- Answer questions with complete sentences. (SL.8.1)</td>
</tr>
<tr>
<td>- Ask questions for clarification. (SL.8.1)</td>
<td>- Answer simple questions related to topics in the classroom. (SL.8.1)</td>
<td>- Critique opposing claims. (SL.8.3)</td>
</tr>
<tr>
<td>- Initiate conversation. (SL.8.1)</td>
<td>- Compare content-related concepts. (SL.8.3)</td>
<td>- Use transition/prepositions to connect ideas in conversation. (SL.8.8)</td>
</tr>
<tr>
<td>- Compare attributes of real-life objects with a partner. (SL.8.1)</td>
<td>- Sequence events using multiple verb tenses. (SL.8.1)</td>
<td>- Answer questions with complete sentences. (SL.8.1)</td>
</tr>
<tr>
<td>- Name and describe events using visual supports. (SL.8.2)</td>
<td>- Compare events and attributes of real-life objects with a partner. (SL.8.1)</td>
<td>- Critique opposing claims. (SL.8.3)</td>
</tr>
<tr>
<td>- Answer questions with short phrases. (SL.8.1)</td>
<td>- Use context clues to help understand text. (RL.8.4)</td>
<td>- Use transition/prepositions to connect ideas in conversation. (SL.8.8)</td>
</tr>
<tr>
<td>- Express personal points-of-view. (SL.8.4)</td>
<td>- Compare and contrast content-based information. (SL.8.3)</td>
<td>- Answer questions with complete sentences. (SL.8.1)</td>
</tr>
</tbody>
</table>

### Reading

<table>
<thead>
<tr>
<th>3 All Developing student can:</th>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Compare and contrast the main idea and details in two different text about the same topic. (RI.8.9)</td>
<td>- Compare and contrast the main idea and details in two different text about the same topic. (RI.8.9)</td>
<td>- Identify the difference between long and short vowel sounds. (RL.8.10)</td>
<td>- Complete spelling of words with missing letters based on pictures.*</td>
</tr>
<tr>
<td>- Explain how details support a main idea. (RL.8.2)</td>
<td>- Explain how details support a main idea. (RL.8.2)</td>
<td>- Connect people to actions based on descriptions. (RL.8.3)</td>
<td>- Write CVC words with oral prompt.*</td>
</tr>
<tr>
<td>- Refer to parts of a story to find details. (RL.8.1)</td>
<td>- Refer to parts of a story to find details. (RL.8.1)</td>
<td>- Identify various genres. (RL.8.9)</td>
<td>- Include correct punctuation at the end of a sentence.*</td>
</tr>
<tr>
<td>- Identify and describe parts of a play. (RL.8.9)</td>
<td>- Identify and describe parts of a play. (RL.8.9)</td>
<td>- Identify the main idea in a text. (RL.8.2)</td>
<td>- Produce sentences using sentence frames or word banks.*</td>
</tr>
<tr>
<td>- Explain how illustrations contribute to mood. (RL.8.6)</td>
<td>- Explain how illustrations contribute to mood. (RL.8.6)</td>
<td>- Identify parts of a story; beginning, middle, end. (RL.8.2)</td>
<td>- Label visuals or graphics.*</td>
</tr>
<tr>
<td>- Make claims from oral narratives. (SL.8.2)</td>
<td>- Make claims from oral narratives. (SL.8.2)</td>
<td>- Use pictures to help understand text. (RL.8.1)</td>
<td>- Provide information in graphic organizers.*</td>
</tr>
<tr>
<td>- Match oral sentences of cause and effect to illustrations. (SL.8.2)</td>
<td>- Match oral sentences of cause and effect to illustrations. (SL.8.2)</td>
<td>- Express likes and dislikes about various reading material. (RL.8.10)</td>
<td>- Compare illustrations.*</td>
</tr>
<tr>
<td>- Identify points of view from short statements. (SL.8.3)</td>
<td>- Identify points of view from short statements. (SL.8.3)</td>
<td>- Identify labeled illustrations. (RL.8.1)</td>
<td>- Compare illustrations.*</td>
</tr>
<tr>
<td>- Identify the main idea of a speech or text read orally. (SL.8.3)</td>
<td>- Identify the main idea of a speech or text read orally. (SL.8.3)</td>
<td>- Identify repetitive words or phrases. (RL.8.10)</td>
<td>- Compare illustrations.*</td>
</tr>
<tr>
<td>- Ask questions to elicit elaboration or clarification. (SL.8.1)</td>
<td>- Ask questions to elicit elaboration or clarification. (SL.8.1)</td>
<td>- Identifying main ideas and details in paragraphs. (RL.8.2)</td>
<td>- Write a complete sentence to express and idea. (W.8.10)</td>
</tr>
</tbody>
</table>

## ESL Targets

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