



English Language Proficiency Assessment
for the 21st Century

English Learner Enrichment Activities: Grades 6–12

Developed in Partnership with ELPA21 Educators

DECEMBER 2020

This packet includes domain-based activities for English learners (EL) in grades 6–12. Visioned and co-created by EL educators, these enrichment activities are a valuable and accessible resource for teachers and caregivers supporting their students' language proficiency.



English Language Proficiency Assessment
for the 21st Century

English Language Proficiency Assessment for the 21st Century

Graduate School of Education & Information Studies
University of California, Los Angeles
300 Charles E. Young Drive North
GSE&IS Bldg., Box 951522
Los Angeles, CA 90095-1522

www.elpa21.org

© 2020 Regents of the University of California. Produced by ELPA21 at UCLA, CRESST.

Copies of the Enrichment Activities may be obtained from the websites of ELPA21 member organizations or by directly contacting ELPA21. www.elpa21.org. The original work may be downloaded and reprinted as long as the original work is credited. The original work cannot be changed or used for commercial purposes. Attribution-NonCommercial-NoDerivs (CC BY-NC-ND)

Table of Contents

Grades 6–12	3
Writing	3
Speaking	6
Listening	10
Reading	16

Grades 6–12	History	Writing
Task	Construct a Claim	
Look 		
Teach 	<p>Instruct students on writing styles for purpose and audience.</p> <p>Be sure to check your work. Make sure you</p> <ul style="list-style-type: none"> • Give a suggestion • Organize ideas in a logical way • Use the right style for the task and audience 	
Write 	<p>In the past, civilizations built new settlements close to water. What are the advantages and disadvantages of living near water?</p> <p>Write a paragraph that includes at least one advantage, one disadvantage, and one reason that shows both.</p>	
Try It If You Can 	<p>Record yourself reading your response to practice your oral language skills.</p> <p>Would you rather live at the beach, the mountains, or a city? Explain why.</p> <p>Do you like going to school in person or doing virtual learning better? Give advantages and disadvantages of both.</p>	

Grades 6–12	Email	Writing
Task	Respond to Peer E-mail	
Look 	<p>Email: To: Maya@studentmail.com Re: Gifts from Puerto Rico</p> <p>Hey! I'm leaving for Puerto Rico tomorrow and need to know what you want me to bring you back.</p> <p>Remember, we are a small island, but I know I can find you whatever you want. Just let me know!</p> <p>Friends, Luna</p>	
Teach 	<p>Instruct students on writing styles for purpose and audience.</p> <p>Be sure to check your work. Make sure you</p> <ul style="list-style-type: none"> • Give a suggestion • Organize ideas in a logical way • Use the right style for the task and audience 	
Write 	<p>Read the email above. How should Maya respond to her friend Luna?</p> <p>To: <u>Luna@studentmail.com</u> Re: Gifts from Puerto Rico</p> <hr/> <hr/> <hr/>	
Try It If You Can 	<p>Write another email to Maya from Luna describing what you are doing in Puerto Rico. You might have to research a little to get some ideas.</p> <p>Record yourself reading Luna's and Maya's emails to practice your oral language skills.</p> <p>Write a letter to someone you would like to meet in the world (alive or dead).</p>	

Grades 6–12	Plant Store	Writing
Task	Writing Questions	
<p>Look</p> 		
<p>Teach</p> 	<p>Instruct students on writing styles for purpose and audience.</p> <p>Be sure to check your work. Make sure you</p> <ul style="list-style-type: none"> • Give a suggestion • Organize ideas in a logical way • Use the right style for the task and audience 	
<p>Write</p> 	<p>Robert is buying a plant to grow at home.</p> <p>This will be his first time taking care of a plant.</p> <p>What questions should Robert ask the person at the plant store before he buys his plant? Write at least 3 questions.</p>	
<p>Try It If You Can</p> 	<p>Make a list of the different words that we start questions with in English. Write 2 examples of questions that use these words.</p> <p>Think of someone you would like to meet. Write 5 questions that you would like to ask that person.</p> <p>Write 5–7 questions that you can answer that tell about you.</p>	

Grades 6–12		Speaking
Task	Language Arts Presentation	
<p>Think</p>  <p>Look</p> 	<p>Think about a book, tv show, or movie that you have read or watched. Tell a friend (real or imaginary) about it.</p> <p>What happened in the story? Where does the story take place? Who are the main characters?</p> <p>Is there a problem or conflict to be solved? If yes, how is the problem solved?</p>	
<p>Teach</p> 	<p>If needed, help the student think of an example of a book, tv show, or movie that they may have seen recently. Explain the prompt to the student and provide any help needed to answer the questions.</p>	
<p>Speak</p> 	<p>Share as many details as you can about the story you are describing. Use the word bank or sentence frames if you need.</p>	
<p>Try It If You Can</p> 	<p>Think about the characters in the story you just described. If you were going to write another book, tv show, or movie with these characters, what would you write?</p> <p>If you described a book, would you like to read another book by the same author? Why or why not?</p> <div data-bbox="444 1759 902 1856" style="border: 1px solid black; padding: 5px;"> <p>Word Bank Book boy girl man woman</p> </div>	

Sentence Frames

The story is about a _____.

It takes place in a _____.

The main characters are _____ and _____.

Grades 6–12	Volunteering	Speaking
Task	Opinion	
Listen 	<p>The principal of your school wants to make a new rule that all students will be required to perform at least 10 hours of volunteer work per year.</p>	
Teach 	<p>Explain the prompt to the student and ask the student to state an opinion whether they agree or disagree with the proposal. Ask the student to include at least two reasons why or why not.</p>	
Speak 	<p>Do you agree or disagree with the principal’s new rule? State your opinion and list at least two reasons why or why not.</p>	
Try It If You Can 	<p>If you were going to volunteer in your community, can you think of one or two places where you might want to volunteer?</p> <p>Find someone you know, such as a teacher or a friend, who has done volunteer work. Ask them what they liked about volunteering. Was there anything they didn’t like?</p>	

Grades 6–12	Coin Toss	Speaking																																	
Task	Observe and Report																																		
Look 	<p>In math class, students worked with a partner to count the number of times a tossed coin came up heads or tails. The students then created a table to show their results.</p> <table border="1" data-bbox="443 506 1013 961"> <thead> <tr> <th>Number of Coin Toss</th> <th>Heads</th> <th>Tails</th> </tr> </thead> <tbody> <tr><td>1</td><td>x</td><td></td></tr> <tr><td>2</td><td></td><td>x</td></tr> <tr><td>3</td><td></td><td>x</td></tr> <tr><td>4</td><td></td><td>x</td></tr> <tr><td>5</td><td>x</td><td></td></tr> <tr><td>6</td><td></td><td>x</td></tr> <tr><td>7</td><td></td><td>x</td></tr> <tr><td>8</td><td>x</td><td></td></tr> <tr><td>9</td><td>x</td><td></td></tr> <tr><td>10</td><td></td><td>x</td></tr> </tbody> </table>		Number of Coin Toss	Heads	Tails	1	x		2		x	3		x	4		x	5	x		6		x	7		x	8	x		9	x		10		x
Number of Coin Toss	Heads	Tails																																	
1	x																																		
2		x																																	
3		x																																	
4		x																																	
5	x																																		
6		x																																	
7		x																																	
8	x																																		
9	x																																		
10		x																																	
Teach 	<p>Demonstrate what a coin toss is and explain the activity. The table above shows the results of the coin tosses from one group. Briefly summarize the information in the table to tell how many times heads came up and how many times tails came up. How would you describe a comparison of the heads and tails?</p>																																		
Speak 	<p>The table above shows the results of the coin tosses from one group. Use the sentence frames below to answer in complete sentences:</p> <p>The coin was tossed a total of _____ times.</p> <p>The coin came up Heads _____ times and Tails _____ times.</p> <p>What other conclusions can you make from the information in the table?</p>																																		
Try It If You Can 	<p>The “head” side of a United States coin has a picture of a former President or famous American and the “tail” side might have a famous landmark or other design.</p> <p>Is this similar to coins from other countries you may have seen? Describe how they are alike or different.</p>																																		

Grades 6–12	How to Make Lemonade	Listening
Task	Follow Instructions	
Listen 	<ol style="list-style-type: none"> 1. Squeeze lemon juice from fresh lemons into a glass with ice. 2. Add sugar or simple syrup (sugar that has been dissolved in hot water). 3. Stir and add water to taste. 4. Add more sugar or lemon juice if needed. 	
Teach 	<p>Read the text to the student without letting them see the text. You may read it to them more than once. Ask the student each of the questions that follow.</p> <p>Questions</p> <p>What is simple syrup?</p> <p>In what step did you add the water?</p> <p>How much water should you add?</p> <p>What is the first step?</p> <p>What might happen if you add too much lemon juice and not enough sugar?</p> <p>What other drink could you make if you use a different fruit other than lemon?</p>	

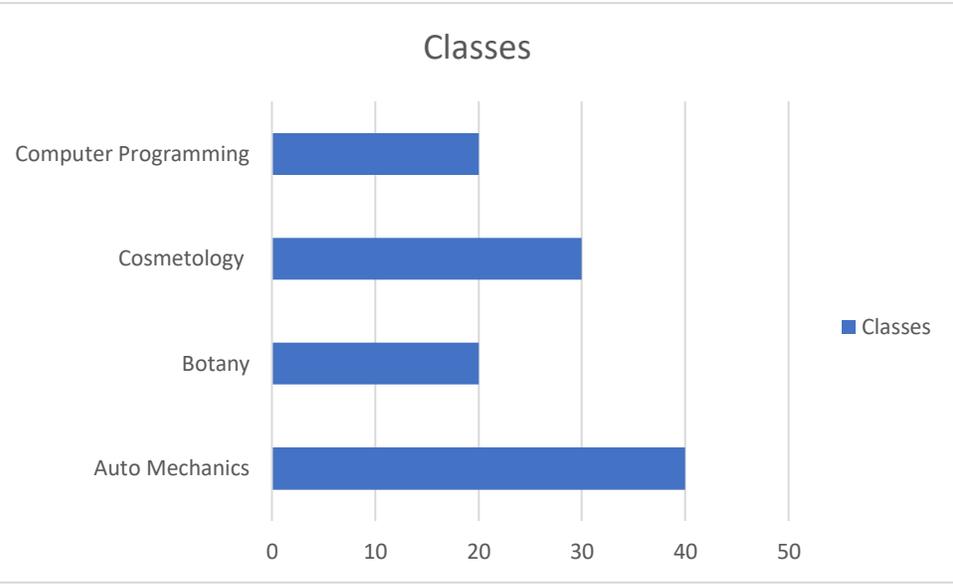
<p>Speak</p> 	<p>Listen to a recording or to someone read you the text. Do not look at the text when you answer the questions. Try to answer as many as you can.</p>
<p>Try It If You Can</p> 	<ol style="list-style-type: none">1. Watch a short cooking video (2–3 minutes) and write down the steps.2. Watch a short video on how to do something you would like to learn and write down the steps.3. Write out the directions for other simple activities that people might do.4. Read your directions aloud to see if they make sense.

Grades 6–12	Lecture	Listening
Task	Academic Lecture or Discussion	
<p data-bbox="203 342 284 373">Listen</p> 	<p data-bbox="462 342 670 373">Boston Terriers</p>  <p data-bbox="462 972 1414 1276">Boston Terriers are known as “The American Gentleman” because they look like they are wearing tuxedos since most of them are black and white. They are also credited with being the first breed of dog created on U.S. soil. Boston Terriers are a cross between the English Bulldog and a white English Terrier. They are small with a square head and a short muzzle. Most of them are between 12-25 lbs. and can live to be 11-13 years old. They usually have big eyes and love to go for walks and play. Boston Terriers are great for urban living.</p>	
<p data-bbox="203 1310 284 1341">Teach</p> 	<p data-bbox="462 1310 1395 1419">Read the text to the student without letting them see the text. You may read it to them more than once. Ask the student each of the questions that follow.</p> <p data-bbox="462 1465 610 1497">Questions:</p> <p data-bbox="462 1543 995 1575">What is a nickname for a Boston Terrier?</p> <p data-bbox="462 1621 1170 1652">How are Boston Terriers described in what you heard?</p> <p data-bbox="462 1698 1135 1730">What other animal looks like it is wearing a tuxedo?</p> <p data-bbox="462 1776 1359 1850">What does it mean when it says, “Boston Terriers are great for urban living?”</p>	

	<p>Do you think Boston Terriers can be used to work on a farm?</p> <p>What do you think a muzzle is on a dog?</p> <p>What is Boston?</p>
<p>Speak</p> 	<p>Listen to a recording or to someone read you the text. Do not look at the text when you answer the questions. Answer as many questions as you can.</p>
<p>Try It If You Can</p> 	<ol style="list-style-type: none"> 1. Write short passages about animals, places, food, or anything else. Then read these to students without showing them the words. Have them ask questions or you ask them question to check their oral comprehension. 2. Have students listen to digital recordings of other texts and pause them to ask questions. 3. Watch a short video about another dog breed and write down 3-5 facts about them.

Grades 6–12	Debate	Listening
Task	Academic Debate	
<p>Listen</p> 	 <p>Teacher: Today, two students will present arguments for and against allowing calculators on math tests. The first to speak is Liz.</p> <p>Liz: I think all student should be allowed to use calculators on their math tests because it shows that you know how to do the math and lets you concentrate on the hard part and not worry about easy things like adding and subtracting. Plus, these days everyone has a calculator in their pocket, on their phone, so it is important to know how to use it.</p> <p>Teacher: Thank you. Now, we will hear from Eric.</p> <p>Eric: I think no students should be allowed to use calculators on their math tests because they need to show that they can do the math, even the simple stuff, in their head. This way, if they get a job with money or something they can do it in their head quickly and not give back the wrong change.</p>	
<p>Teach</p> 	<p>Read the text to the student without letting them see the text. You may read it to them more than once. Ask the student each of the questions that follow.</p>	
<p>Speak</p> 	<p>Listen to a recording or to someone read you the text. Do not look at the text when you answer the questions. Answer as many questions as you can.</p> <p>Questions</p> <p>Who speaks first?</p> <p>What are they debating?</p> <p>Who presents the argument against calculators?</p>	

	<p>What evidence does Eric present about calculators?</p> <p>What evidence does Liz present about calculators?</p> <p>Which argument do you think is better? Why?</p>
<p>Try It If You Can</p> 	<ol style="list-style-type: none"> 1. Have students write another debate where Liz and Eric argue for and against a topic. These topics could be: <ul style="list-style-type: none"> ○ Being allowed to use cell phones in class ○ Wearing school uniforms ○ Being allowed to leave campus at lunch ○ Have the students brainstorm their own topic <p>Write the debate using the same format above.</p> <p>Practice saying it to them and ask questions similar to the ones in the activity.</p> 2. Listen to a newscast where two people debate a topic. <p>What is the topic?</p> <p>What evidence do they present?</p> <p>Who seems most convincing?</p> 3. Research the elements of a good debate. Does the debate listed in this activity have those elements? Explain.

Grades 6–12	Popular Classes in School	Reading										
Task	Extended Informational Set											
Read 	<p data-bbox="435 369 764 401">Popular Classes in School</p> <p data-bbox="435 449 1365 554">Ravenwood High School has many classes that students can choose to take. These classes are called “electives” because students elect to take them.</p> <p data-bbox="435 602 1406 707">Some of Ravenwood’s most popular electives include auto mechanics, botany, cosmetology, cooking and computer programming. They also have classes like beekeeping, dance, guitar and creative writing.</p> <p data-bbox="435 756 1377 903">Mrs. Green, the botany teacher, owns a greenhouse and has studied plants for a long time. Mr. Mac used to run an auto/body shop with his brother so he has fixed many types of cars. Mr. Paul used to do make-up for the theater and has even worked for a few local movie productions.</p> <p data-bbox="435 993 1174 1024">Graph of Ravenwood High School’s Most Popular Classes</p> <div data-bbox="435 1062 1398 1646">  <table border="1" data-bbox="440 1062 1393 1646"> <caption>Classes</caption> <thead> <tr> <th>Class</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Computer Programming</td> <td>20</td> </tr> <tr> <td>Cosmetology</td> <td>30</td> </tr> <tr> <td>Botany</td> <td>20</td> </tr> <tr> <td>Auto Mechanics</td> <td>40</td> </tr> </tbody> </table> </div>		Class	Number of Students	Computer Programming	20	Cosmetology	30	Botany	20	Auto Mechanics	40
Class	Number of Students											
Computer Programming	20											
Cosmetology	30											
Botany	20											
Auto Mechanics	40											
Teach 	<p data-bbox="435 1682 1349 1755">Read the passage and study the graph about popular classes in school. Then answer the questions that follow.</p>											

<p>Write</p> 	<p>Read the passage and study the graph about popular classes in school. Then answer at least 5 of the questions below.</p> <ol style="list-style-type: none">1. According to the graph, what class is the most popular?2. Who teaches that class?3. What class is mentioned as being popular, but is not shown on the graph?4. From the passage, what would a student learn about in botany?5. Why is Mr. Paul qualified to teach cosmetology?6. If I wanted to work for the company, Apple, what class described here should I take?
<p>Try It If You Can</p> 	<ol style="list-style-type: none">1. Research what classes are the most popular at your school.2. Write a description of a class you think your school should offer.3. Choose a class from the chart and research which careers one could have after taking that subject.

Grades 6–12	The United States	Reading
Task	General Reading	
<p data-bbox="191 388 261 422">Read</p> 	<p data-bbox="431 388 857 422">Learning about the United States</p> 	
<p data-bbox="191 915 272 949">Teach</p> 	<p data-bbox="431 915 1328 982">Use the internet to find answers to the following questions about the United States.</p>	
<p data-bbox="191 1098 269 1131">Write</p> 	<p data-bbox="431 1098 1369 1165">Use the internet to find answers to at least 10 of the following questions about the United States.</p> <ol data-bbox="480 1213 1312 1791" style="list-style-type: none"> <li data-bbox="480 1213 1045 1247">1. How many states are the United States? <li data-bbox="480 1289 802 1323">2. Which is the biggest? <li data-bbox="480 1365 815 1398">3. Which is the smallest? <li data-bbox="480 1440 928 1474">4. Which state was founded first? <li data-bbox="480 1516 1140 1549">5. When did the United States become a country? <li data-bbox="480 1591 1312 1625">6. What did the United States have to do to become a country? <li data-bbox="480 1667 1192 1701">7. How many territories are part of the United States? <li data-bbox="480 1743 1243 1776">8. What kind of government does the United States have? 	

	<p>9. What's the difference between a commonwealth and a state? How many commonwealths are part of the United States?</p> <p>10. What's the largest river in the United States? How many states does it touch?</p> <p>11. What wars have been fought on US soil?</p>
<p>Try It If You Can</p> 	<ol style="list-style-type: none"> 1. If you weren't born in the United States, write about how you imagined it before you came here compared to how it is. 2. Research the Revolutionary War. Explain why it happened and who was involved. Create a timeline of 10 important events. 3. Choose a state that you want to learn about and create a travel brochure for that state. Include: <ul style="list-style-type: none"> • State's name • Capital • State bird • State nickname • State flower • Most famous place to visit • Name of at least 3 of its biggest towns/cities

Grades 6–12	Madame C. J. Walker	Reading
Task	Short Paragraph	
<p data-bbox="191 369 261 401">Read</p> 	<p data-bbox="440 369 1344 443">Read the short paragraph that follows about Madame C.J. Walker and complete the activities.</p> <p data-bbox="440 485 716 516">Madame C. J. Walker</p>  <p data-bbox="440 1173 1409 1320">Madame C.J. Walker was born as Sarah Breedlove in Louisiana in 1867. She was one of six children and was orphaned when she turned seven. Sarah moved often as a child and worked as a maid in a house and later doing laundry.</p> <p data-bbox="440 1367 1398 1629">When she was older, she wanted to make enough money to take care of her daughter, so she began selling hair care products for African American women. Sarah learned all she could about the business and how to make the products and began to make her own. She used her husband’s name C.J. Walker with the very French sounding, “Madame” as her brand name. Her products became very popular and today Madame C. J. Walker is known as the first female self-made millionaire in the United States.</p>	

<p>Teach</p> 	<p>Have the student read the passage to themselves and answer at least 5 of the questions.</p>
<p>Write</p> 	<p>Read the passage and answer as many questions as you can.</p> <ol style="list-style-type: none"> 1. Give three facts about Madame C.J. Walker. 2. How did she become a millionaire? 3. What was her motivation for making money? 4. What jobs did Madame C.J. Walker have before working for herself? 5. What kind of products did she make? 6. Why did she use the name “Madame”? 7. Why is Madame C.J. Walker a significant woman?
<p>Try It If You Can</p> 	<ol style="list-style-type: none"> 1. Write 3 questions that you would like to ask Madame Walker. 2. Research and read about 2 other self-made female millionaires. 3. Pick a hair care or a self-care product and make an advertisement for it. Include: <ul style="list-style-type: none"> • An image of the product • The product name • A slogan • A description of what the product does