

Pawtucket School Department ELA/ESL Curriculum Unit Template

Field Test 2012-2013 school year

Grade Level 9

Unit # 1.1

ESL Level I

Unit Title: Introduction to Text Analysis

Essential Questions of the CCSS Unit:

- How can a story's theme be revealed by what happens as a result of characters' actions or inactions?
- What are the elements of an effective argument? How can a writer successfully prove his or her argument to the reader?
- How do authors' word and structural choices affect the overall meaning of a text?
- What is MLA format? Why do you need it?

Essential Questions of the Unit in Accessible Language

- How do the actions of the characters in a story show the theme?
- What do you need to make a strong argument? How can you prove your argument to someone who reads it?
- How do different words create different meanings?
- What is MLA Format? Why do you need to use it when you are writing?

Standards Identification

CCSS included in this Unit

Reading Standards for Literature

Key Ideas and Details

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure

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- RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Reading Standards for Informational Text

Key Ideas and Details

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Standards

Text Types and Purposes

- W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Speaking and Listening Standards

Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

WIDA ELD standards and MPIs aligned to the CCSSs in this Unit

ELD Standard 1:English language learners **communicate** for **Social** and **Instructional** purposes within the school setting Social and Instructional language

ELD Standard 2: English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

Existing MPIs aligned to the Unit

	<i>Level 1-Entering</i>	<i>Level 2- Emerging</i>	<i>Level 3- Developing</i>	<i>Level 4- Expanding</i>	<i>Level 5- Bridging</i>
Domain: Writing Cognitive Function: APPLY	Match familiar symbols, words, or phrases with antonyms from	Describe familiar people, places, or events in phrases or sentences with			

Topic: Synonyms & Antonyms (2012)	word/ phrase banks and visuals to express ideas clearly and persuasively	synonyms or antonyms using word/ phrase banks and visuals to express ideas clearly and persuasively			
Domain: Writing Topic: Note Taking (2007)	Take notes on key symbols, words or phrases from visuals pertaining to discussions	List key phrases or sentences from discussions and models (e.g., on the board or from the overhead projector)			
Domain: Writing Topic: Conventions and mechanics (2007)	Copy key points about language learning (e.g., use of capital letters for days of week and months of year) and check with a partner	Check use of newly acquired language (e.g., through spell or grammar check or dictionaries) and share with a partner			
Domain: Speaking Cognitive Function: APPLY (2012) Topic: Collaborative Discussion (2012)	Repeat set phrases (e.g., "I agree", "I disagree") and use non-verbal communication to propel discussions using sentence frames, word	Make statements (e.g., "We can...", "We must...") to propel discussions using sentence frames, word banks and visuals.			

	banks, and visuals				
Domain: Speaking Topic: Recommendations/ Suggestions (2007)	State preferences for types of music, food, games or recreational activities from illustrated examples in a small group	Describe preferences for clothing, TV programs, or recreational activities from illustrated examples in a small group			
Domain: Speaking Topic: Personal Preferences (2007)	Answer WH-questions that express likes and dislikes from visuals	Reply to a range of questions that expresses personal preferences from visuals			
Domain: Speaking Topic: character development (2007)	State facts about characters in visuals with L1 support	Describe personalities of characters in visuals with L1 support			
Domain: Reading Topic: Study Skills & Strategies (2007)	Preview visually supported texts to glean basic facts (e.g., titles, or bold print)	Highlight main ideas or important information from visually supported text (e.g., newspaper columns in L1 and L2)			

Domain: Reading Topic: Author's perspective/Point of view	Identify words and phrases related to author's perspectives in visually supported sentences	Identify main ideas related to author's perspective in visually support series of related sentences			
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Transformed MPIs created for the Unit

Domain: Reading Cognitive Function: UNDERSTAND	Level 1-Entering	Level 2- Emerging	Level 3- Developing	Level 4- Expanding	Level 5- Bridging
<i>Topic</i> : Theme or Main Idea	Identify words or phrases supported by illustrations associated with the theme of a literary work or the main idea of an informational text	Match general vocabulary or expressions in context with illustrations associated with the theme of a literary work or the main idea of an informational text			

Socio-cultural implications of implementing these standards/ Unit

<p>Socio-Cultural Implications of the Standards</p> <ul style="list-style-type: none"> • Many of our ELs cannot read grade level literary or informational texts in English to do this analysis. We will have to carefully choose texts to make working toward meeting this standard accessible. • We will have to craft comprehension questions with sentence starters to help students prove they understand what they read. • We have to choose texts that lend themselves to theme as read alouds • Consider addressing author's craft at a later time (depending on proficiency levels) • Design graphic organizers around cause and effect to introduce claims
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- Teach our students how to work collaboratively with partners or groups
- Lots of vocabulary development is necessary
- Careful choice in text selection based on proficiency level
- Consider Can Do's for writing tasks, answering simple questions to constructed response questions

CCSSs Written in Accessible Language for Students

CCSSs in student friendly language that can be posted in the classroom during Unit instruction

- We will be reading many texts over the next few weeks and proving that we understand the texts by answering questions correctly.
- We will discuss how authors tell us about the theme or topic of the books they write
- We will prove that our answers are correct by using information from the texts.
- We will work as partners or in small groups to talk about the texts that we read.
- We will learn how to use parallel structure in our writing

Topics and themes to present the Unit

*Grade level topics or themes that can be used during this Unit of instruction/ Possible **materials** to be used that are aligned to this topic or theme.*

Topic/Theme: **Personal Identity / “All About Me”**

Edge, Fundamentals – Unit 1:Text, Interactive Practice Book, Grammar & Writing Practice Book, Library

Unit 1 Text Selections:

Literary Works – from *Romeo and Juliet*, *Growing Together*, and *My People*

Informational Texts – *First Names*, *Ways to Know You*, and *Who is She?*

On-line Resource – *Shakespeare in Bits*

Additional resources and materials used during implementation of the unit in 2012-2013:

Necessary Knowledge and Skills

Concepts and skills embedded in the standard(s) that students will need to have

- Distinguish between literary and informational texts (within grade level text selections)

- Identify theme (literary text) or main topic (informational text)
- Use evidence from the text to prove understanding when answering comprehension questions
- Defend the correctness of an answer
- Possess basic language skills to converse with a partner or in a small group (sentence frames will be a necessary scaffolding tool to assist students)

Sensory, graphic and interactive supports and strategies that lend themselves to scaffolding language and accessing content for instruction and assessment in this Unit

Visual representations
 Audio supports
 Graphic organizers
 Sentence starters
 Shades of meaning
 Writing models and frames
 Concept maps
 Four square vocabulary
 Zip Around
 Study cards (from *Edge*)
 Choral reading
 Cloze passage
 Word banks
 Leveled text (from *Edge*)
 Two column notes
 T-chart
 Think, Pair, Share
 Turn and Talk



Differentiated Language

Differentiated academic language according to the students' levels of language proficiency and language features

Word/Phrase Level/Vocabulary

- Character
- Author
- Theme
- Main idea
- Evidence
- Analyze
- Argument
- Opinion
- Events
- Plot
- Text structure
- Theme-related words (e.g., culture, identity, pattern, unique)
- Synonyms, antonyms
- Connotation

Sentence Level/Grammatical forms

- Subject pronouns
- Complete sentences; subjects and predicates
- Verbs: to be, to do, to have
- Asking questions; question forms
- Parallel structure
- In this story, the theme is: _____
- The evidence from the story to support this idea or theme is: _____
- In this informational text, the main topic is: _____.
- *or*
[Title of the Book] is about: _____.
- To teach about the (topic in the informational text), the author gave the following information to the reader:

- The author taught us about the theme or the topic by: _____

Discourse Level/Genres and texts

- I think the main theme in the story is _____ because: _____ (speaking and short written responses)
- I think the main idea in the text is _____ because: _____ (speaking and short written responses)
- Students read and interact with short literary and informational texts

Content and language objectives for the Unit

Overall content objective for the Unit of instruction

Students will be able to read literary and informational text(s) about the same topic, identify the main theme and topic in the texts and write about them by using evidence from the text to prove their idea is accurate and correct.

Overall language objective based on the academic language strand(s) of MPIs

Students will be able to state the theme of a short story or piece of informational text and use phrases with correct parallel structure.

Common Summative Assessment and Suggest Formative Assessments

Performance Tasks: Formative/Summative Assessments

Common Summative Assessment: Ways students demonstrate meeting the objectives and standards through performance tasks and projects. WIDA speaking and/or writing rubric should be used for scoring.

1. *Edge* theme project: Students read and analyze fiction, nonfiction and poetry to determine different facets of identity. They respond to the text by writing an *I am* or *Where I'm From* poem. See *Who am I?* assignment from *Edge* text.

2. *Edge* Unit Test

3. Students write sentences and/or paragraphs to respond to a teacher created prompt to meet the overall content objective of the unit (e.g., How do different words create new meanings?)

4. Students participate in a collaborative discussion to talk about the theme or main idea in a text given a set of teacher created prompts. The collaborative group will present their findings and evidence to the class as a whole.

Suggestions to check for students' language development and academic achievement throughout the unit of instruction (Formative Assessment)

Interactive Practice Book

Grammar and Writing Practice Book

Cluster Tests

Retesting Bank

Postcard

Interview

Response to Literature Questions

Additional Notes by teachers during field test year:

