

Unit 1: Choices

Title of Unit	Choices	Grade Level	9-12
Curriculum Area	ESL III	Time Frame	3-9 weeks
Developed By	Olesia Parmar		
Identify Desired Results (Stage 1)			
Content Standards			

WIDA English Language Development Standards

ELD Standard 1 – Social and Instructional Language

ELD Standard 2 – The language of Language Arts

ELD Standard 3 – The language of Mathematics

ELD Standard 4 – The language of Science

ELD Standard 5 – The language of Social Studies

Common Core State Standards:

Reading Standards for Literature:

- CCSSRL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSSRL.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.
- CCSSRL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CCSSRL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCSSRL.10 By the end of grades 9-12, read and comprehend literature, including stories, dramas, and poems, in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text:

- CCSSRI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSSRI.3 Analyze how the author unfolds an analysis or a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them
- CCSSRI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact on specific word choices on meaning and tone
- CCSSRI.10 By the end of grades 9-12, read and comprehend literacy nonfiction in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

- CCSSW.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSSW.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSSW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Speaking and Listening Standards:

- CCSSSL.1 Initiate and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSSSL.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Students will understand that:</p> <ul style="list-style-type: none"> • The choices we make will determine who we are. • Life is a series of choices. • Although we ultimately make our choices many outside factors influence our decisions. 	<ul style="list-style-type: none"> • How do we make choices? 	<ul style="list-style-type: none"> • What influences a person's choices? • What effect does family and friends have on a person's choices? • How does society influence choice?
Related Misconceptions		
<p>A good decision is one that is set in stone. Always trust your instinct. Decisions are for the powerful, not me.</p>		
Knowledge Students will know...	Skills Students will be able to...	

Vocabulary:

- Use idea webs or graphic organizers to organize unit vocabulary.
- Use concept clusters to help relate and define words.
- Identify academic vocabulary.
- Use key vocabulary words in the correct context.
- Find word meanings through vocabulary study (word parts.)

Grammar:

- Explain Subject-Verb Agreement.
- Practice using nouns and verbs orally and in written form.
- Practice asking questions and using pronouns orally and in written form.
- Fix sentence fragments.

Reading:

- Distinguish main ideas and supporting points.
- Make and confirm predictions.
- Scan a text to find specific information.
- Recognize genres of literature.
- Define and identify elements of poetry: Patterns
- Infer information.
- Infer word meaning from context.
- Reading strategies: visualize, infer, plan and monitor, set the purpose.
- Understand text structure by identifying sequence of events.
- Understand elements of literature: setting, theme, and plot.
- Understand Nonfiction text features.
- Summarize reading selections.

Writing:

- Write complete sentences.
- Understand the writing process steps.
- Write a paragraph in complete sentences.
- Write Order-of-Importance paragraph.
- Write a Definition paragraph.
- Write a short comparison essay.
- Write an Autobiographical narrative.

Language:

- Engage in classroom activities.
- Practice giving answers in full sentences to increase English language fluency.
- Demonstrate listening skills by following directions and engaging in classroom discussions.
- Express opinions.
- Ask for and give information.
- Give oral response to literature.
- Practice intonation to increase English language fluency.
- Express feelings and intentions.

Vocabulary:

- Connect academic vocabulary to visual representation and personal experiences.
- Find out word meaning by identifying word parts.
- Categorize word forms (nouns, adjectives, verbs, pronouns, adverbs.)

Grammar:

- Analyze subject-verb agreement.
- Explain the difference between word order in questions and word order in statements (Interrogative Form vs Affirmative Form of the sentence.)
- Identify sentence fragments and justify the answer.

Reading:

- Explain elements of literature.
- Compare and contrast two genres: fiction and nonfiction.
- Analyze text features.
- Analyze literary elements: metaphor, imagery.
- Create a flow chart to illustrate the sequence of events.
- Analyze, interpret, and evaluate literature.
- Analyze data.
- Analyze theme and plot.
- Connect reading to life.
- Identify and analyze elements of literature in reading selections.
- Rank reasons using ranking chart.
- Set the purpose of reading.
- Evaluate reading selections using text example to support ideas.

Writing:

- Create an original writing piece utilizing the writing process.
- Respond to, describe and interpret visuals in written form using complete sentences.
- Brainstorm ideas and present them in order-of-importance paragraph.
- Explain the meaning of a big concept following the five step writing process of a Definition paragraph.
- Plan, outline and write a short comparison essay.

Language:

- Develop complex complete sentences and dialogues to increase language fluency.
- Respond to, describe and interpret visuals in oral form.
- Plan and present a TV Talk Show.
- Plan and present oral report.
- Conduct a debate based on data interpretation and analysis.
- Conduct an Informational Interview

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Formative Assessments:

- Quizzes(Multiple Choice, Yes or No, Open-Ended, Fill in the Blank, Matching, Definitions)
- Writing assignments
- Journal Writing

[http://www.rcs.k12.in.us/files/](http://www.rcs.k12.in.us/files/Rubric%20for%20Assessing%20a%20Journal%20Entry.pdf)

[Rubric%20for%20Assessing%20a%20Journal%20Entry.pdf](http://www.rcs.k12.in.us/files/Rubric%20for%20Assessing%20a%20Journal%20Entry.pdf) (example)

- Oral participation

http://homepages.gac.edu/~aroseuth/160/Oral_Participation_Rubric.pdf

(example)

- Question and Answer sessions
- Exit tickets
- Oral assessment
- Interactive worksheets (Practice and Grammar book)
- Surveys
- Quick writes

<https://www.moboces.org/cms/lib09/NY01914077/Centricity/Domain/31/Grade%2010%20Module%201%20Supporting%20Materials.pdf>

(example)

- Observation of peer-to-peer interaction and collaboration

Summative Assessments:

- Cluster Assessment
- OEQ's
- Cluster Reflection

- Essay

http://wid.ndia.org/about/Documents/WID_EssayRubric.pdf (example)

Other Evidence

- Class participation
- Homework

Learning Plan (Stage 3)

<ul style="list-style-type: none"> • Where are your students headed? Where have they been? How will you make sure the students know where they are going? • How will you hook students at the beginning of the unit? • What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge? • How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work? • How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit? • How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit? • How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students? 	<ul style="list-style-type: none"> • Complete graphic organizers to aid in understanding main ideas and supporting details. • Cooperative Learning- Think, Pair, Share; Group work. • Listen to text on audio and respond to a variety of questions. • Use visuals to engage in oral discourse pertaining to the essential questions. • Conduct interviews of classmates and or teachers based on a list of pre-written questions and present information back to the class. • Create a word map of academic vocabulary, write sentences related to text, and use illustrations to further support an understanding of each word. • Use text structures and reading strategies to aid in understanding material read • Academic Language Frames. • Link Vocabulary and Concepts. • Use text structures and reading strategies to aid in understanding material read. • Create concept clusters. • Four Corners Cooperative Learning Technique. • Rephrase language – Language Frames. • Demonstration • Jigsaw • Debate • Cooperative Group Project • Research and Interpret Charts, Prediction Chart, 5W/How Chart, T-Chart, Essay organizer.
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Unit 2: The Art of Expression

Title of Unit	The Art of Expression	Grade Level	9-12
Curriculum Area	ESL III	Time Frame	3-9 weeks
Developed By	Olesia Parmar		

Identify Desired Results (Stage 1)

Content Standards

WIDA English Language Development Standards

ELD Standard 1 – Social and Instructional Language

ELD Standard 2 – The language of Language Arts

ELD Standard 3 – The language of Mathematics

ELD Standard 4 – The language of Science

ELD Standard 5 – The language of Social Studies

Common Core State Standards:

Reading Standards for Literature:

- CCSSRL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSSRL.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.
- CCSSRL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme
- CCSSRL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCSSRL.10 By the end of grades 9-12, read and comprehend literature, including stories, dramas, and poems, in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range

Reading Standards for Informational Text:

- CCSSRI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSSRI.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.
- CCSSRI.10 By the end of grades 9-12, read and comprehend literacy nonfiction in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

- CCSSW.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSSW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSSW.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
- CCSSW.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSSW.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards:

- CCSSSL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- CCSSSL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards:

- CCSSL.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
Students will understand that: <ul style="list-style-type: none"> • Creativity comes in many forms. • Creativity can be developed. • Our world would be a different place without creativity. 	<ul style="list-style-type: none"> • What makes us creative? 	<ul style="list-style-type: none"> • Does creativity matter? • What are ways a person can express their creativity?
Related Misconceptions		
Creativity is being artistic.		
Knowledge Students will know...	Skills Students will be able to...	

Vocabulary:

- Use idea webs or graphic organizers to organize unit vocabulary.
- Identify academic vocabulary.
- Identify context clues for idioms.
- Recognize connotations and implied meanings.

Grammar:

- Use action verbs orally and in written form.
- Use verbs to talk about the present.
- Use Nouns, Verbs, and Pronouns in sentences.
- Use action verbs in the Present Tense.
- Recognize and use past tense with regular/irregular past simple forms.

Reading:

- Identify text structure: Cause and Effect.
- Identify signal words that introduce reasons and results.
- Use text evidence to support ideas.
- Describe Characters.
- Distinguish main ideas and supporting points.
- Make and confirm predictions.
- Scan a text to find specific information.
- Find quotations in the text to support ideas.
- Define and identify elements of poetry: Patterns, Repetition.
- Reading strategies: visualize, infer information, set the purpose, plan and monitor.
- Understand text structure by identifying sequence of events.
- Summarize stories while locating the main idea and supporting details of text.
- Name and explain kinds of Nonfiction: narrative, expository, autobiographical.
- Summarize nonfiction.
- Discuss poetry across cultures.

Writing:

- Write complete sentences.
- Understand the writing process steps.
- Write a paragraph in complete sentences.
- Write a How-To paragraph.
- Write a Position paper.
- Use graphic organizers and brainstorm ideas that will assist in writing journal entry, How-To paragraph, OEQ, picture prompt, and a position paper while using the writing process and editing the final draft.

Language:

- Engage in classroom activities.
- Practice complete sentences and intonation to increase English language fluency.
- Demonstrate listening skills by following directions and engaging in classroom discussions.
- Express opinions.
- Ask for and give information.
- Respond and interpret visuals.
- Describe experiences orally and in writing.
- Use the Writing Process to produce polished work

Vocabulary:

- Connect academic vocabulary to visual representation and personal experiences.
- Infer the meaning of idioms using context clues.
- Analyze relationships between words.
- Examine context to determine vocabulary meaning.

Grammar:

- Use and describe action verbs in the simple present tense and translate simple verbs into verbs with suffixes and identify the new meaning.
- Explain how action verbs are used in the Present Tense and how they are used to talk about present.
- Explain how action verbs are used in the past tense and how they are used to talk about past.

Reading:

- Determine and explain causes and effects as they are used in the text.
- Explain and illustrate meaning of idioms in the text.
- Infer connections between general statement and examples.
- Connect problems and solutions in the text.
- Connect causes and effects in the text.
- Interpret and Generalize literature.
- Explain quotations and justify how they support ideas.
- Analyze poem by identifying elements of poetry and explaining the importance of using them.
- Compare and contrast two reading selections.
- Determine author's purpose and importance.
- Analyze and determine type of text.
- Analyze author's style and Word Choice.
- Justify whether poetry matters in today's world.
- Examine the historical and social contexts of a reading selection.
- Compare cultural perspectives in a relation to theme.
- Analyze author's writing style for language and word choice.
- Synthesize ideas and themes among texts.
- Analyze the structure of a poem or song lyrics.

Writing:

- Edit and revise writing for content

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Formative Assessments:

- Quizzes
- Writing assignments
- Journal Writing
- Oral participation
- Exit tickets
- Interactive worksheets (Grammar and Practice books)
- Observation of peer to peer interaction and collaboration

Summative Assessments:

- Cluster Assessment
 - Cluster Reflection
 - Projects: Descriptive Presentation
 - Writing: Essay (Rubric)
 - Language Acquisition (Rubric)
 - Targeted Writing Trait: Focus and Unity (Rubric)
- <http://www.woostercolts.com/pdf/ib/myp-worl-lang-rubric.pdf> (Example)

Other Evidence

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students

- Cooperative Learning: Think, Pair, Share; Team Word Webbing
- Language Frames for Writing
- Classification Charts: Compound Word Chart
- Create a Word Map of Academic Vocabulary
- Word Square
- Connotation Charts
- TPR-Total Physical Response
- Cognates
- Academic Language Frames
- Link Vocabulary and Concepts
- Language Acquisition
- Use visuals to engage in oral discourse pertaining to the essential question
- Listen to text on audio and respond to a variety of questions
- Problem-and-Solution Chart
- Character Chart
- Paragraph Organizer
- Cause-and-Effect Chart
- Anticipation Guide
- 5Ws Chart
- Main Idea charts
- Focus and Unity Diagram

Unit 3: The Hero Within

Title of Unit	The Hero Within	Grade Level	9-12
Curriculum Area	ESL III	Time Frame	3-9 weeks
Developed By	Olesia Parmar		
Identify Desired Results (Stage 1)			
Content Standards			

WIDA English Language Development Standards:

ELD Standard 1 – Social and Instructional Language

ELD Standard 2 – The language of Language Arts

ELD Standard 3 – The language of Mathematics

ELD Standard 4 – The language of Science

ELD Standard 5 – The language of Social Studies

Common Core State Standards:Reading Standards for Literature:

- CCSSRL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CCSSRL.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.
- CCSSRL.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Standards for Informational Text:

- CCSSRI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSSRI.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
- CCSSRI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- CCSSRI.10 By the end of grades 9-12, read and comprehend literacy nonfiction in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

- CCSSW.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSSW.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSSW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSSW.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSSW.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards:

- CCSSSL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSSSL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Language Standards:

- CCSSL.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

CCSSL.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Students will understand that:</p> <ul style="list-style-type: none"> • Heroes inspire us to achieve more and do our best. • Stories of some heroes are actually based in fact. • We can all be heroes. 	<ul style="list-style-type: none"> • What makes a hero? 	<ul style="list-style-type: none"> • How do heroes make a difference? • How do legends begin? • Can a hero go unnoticed? • What can we do to be heroic?
Related Misconceptions		
<p>Only famous people are heroes.</p>		
Knowledge	Skills	
<p>Students will know...</p>	<p>Students will be able to...</p>	

Vocabulary:

- Identify academic vocabulary.
- Recognize and use word forms (nouns, verbs, adjectives, pronouns, adverbs.)
- Use idea webs or graphic organizers to organize unit vocabulary.
- Learn key vocabulary.

Grammar:

- Use action verbs orally and in written form.
- Describe actions using verbs.
- Recognize and use time clauses in the present tense.
- Describe and use subject and object pronouns.
- Use Nouns, Verbs, and Pronouns in sentences.
- Use Present, Past and Future Tenses.

Reading:

- Reading Strategy: Determine importance of the main idea.
- Identify text structure: Cause and Effect.
- Identify signal words that introduce reasons and results.
- Use text evidence to support ideas.
- Distinguish main ideas and supporting points.
- Make and confirm predictions.
- Scan a text to find specific information.
- Find quotations in the text to support ideas.
- Recognize genres of literature: Folk Tales, Memoir, Poetry, Short stories.
- Reading strategies: visualize, infer information.
- Understand text structure by identifying sequence of events
- Summarize stories while locating the main idea and supporting details of text.
- Draw conclusions.
- Recognize the genre of a text.
- Summarize nonfiction text
- Use text evidence to support ideas and opinions.

Writing:

- Write complete sentences
- Understand the writing process steps
- Write a paragraph in complete sentences
- Use Venn Diagram to write a Comparison-Contrast paragraph
- Use paragraph organizers

Language:

- Engage in classroom activities.
- Read and understand a Bar Graph.
- Use oral language to ask and answer questions, describe people and places, and state opinions.
- Respond to and interpret visuals.
- Practice and monitor appropriate phrasing based on fluency exercises.
- Practice short phrases and intonation to increase English language fluency.
- Demonstrate listening skills by following directions and engaging in classroom discussions.
- Express opinions.
- Ask for and give information

Vocabulary:

- Develop and use academic vocabulary based on reading strategy taught.
- Examine words to understand their meaning, using the definition map.
- Design study cards for key vocabulary words.
- Create an Idea Web to organize related words.
- Analyze words using a definition map.
- Use key vocabulary in a meaningful context.
- Develop word families to recognize different forms of a root word.

Grammar:

- Explain how action verbs are used to describe present, past and future events.
- Create sentences and short paragraphs using time clauses.

Reading:

- Interpret information presented in reading selections.
- Identify and Explain author's purpose.
- Formulate and support opinion statement.
- Compare and contrast across texts.
- Summarize and determine importance of the main idea.
- Infer meanings from metaphors.
- Connect reading to life.
- Design an inference chart.
- Analyze literature: Point of View, multiple themes in the text, compare themes.
- Compare character's motives and traits.
- Infer information using author's details plus prior knowledge.
- Analyze cultural perspectives in relation to the essential question.
- Analyze figurative language and symbolism.
- Interpret and respond to visuals associated with the text.
- Analyze author's word choice.
- Synthesize ideas and themes among texts.
- Sequence historical events.
- Determine the most important details in a text.
- Analyze the author's purpose.
- Relate main idea and details.
- Evaluate and draw conclusions from research.

Writing:

- Write and state an opinion with support from text.
- Plan, write and share a Photo Essay.
- Utilize the writing process to create an original piece: (e.g., journal entry)

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Formative Assessments:

- Quizzes
- Writing assignments
- Journal Writing
- Oral participation
- Exit tickets
- Language Acquisition Assessment

Summative Assessments:

- Cluster Assessment
- Cluster Reflection
- Writing: Photo Essay, Opinion
- Projects: Documentary

http://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr9-10.pdf (rubric example)

Other Evidence

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Language Frames for Writing
- Cooperative Learning: Think, Pair, Share
- Graphic Organizer- Word map, Category Diagrams, paragraph organizers, Comparison Chart, T-chart
- Inference diagrams, charts, maps
- Text structure diagram
- "I read..., I know... and So..." Diagram
- Anticipation guides
- Create a Word Map of Academic Vocabulary
- TPR-Total Physical Response
- Cognates
- Academic Language Frames
- Link Vocabulary and Concepts
- Use visuals to engage in oral discourse pertaining to the essential question
- Listen to text on audio and respond to a variety of questions
- Writing: photo essay describing foods from students' culture, compare And contrast paragraph about two friends, a descriptive paragraph about a game or sport.

Unit 4: Opening Doors

Title of Unit	Opening Doors	Grade Level	9-12
Curriculum Area	ESL III	Time Frame	3-9 weeks
Developed By	Olesia Parmar		
Identify Desired Results (Stage 1)			
Content Standards			

WIDA English Language Development Standards

ELD Standard 1 – Social and Instructional Language

ELD Standard 2 – The language of Language Arts

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ELD Standard 5 – The language of Social Studies

Reading Standards for Literature:

- CCSSRL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSSRL.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.
- CCSSRL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CCSSRL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCSSRL.10 By the end of grades 9-12, read and comprehend literature, including stories, dramas, and poems, in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text:

- CCSSRI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSSRI.3 Analyze how the author unfolds an analysis or a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them
- CCSSRI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact on specific word choices on meaning and tone
- CCSSRI.10 By the end of grades 9-12, read and comprehend literacy nonfiction in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

- CCSSW.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSSW.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSSW.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSSW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSSW.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Speaking and Listening Standards:

- CCSSSL.1 Initiate and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSSSL.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSSSL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Students will understand that:</p> <ul style="list-style-type: none"> • Knowledge is the key to having opportunities in life. • A good education is a privilege. • Learning is power. 	<ul style="list-style-type: none"> • Why is knowledge important? 	<ul style="list-style-type: none"> • How can knowledge open doors? • How can books take you places? • How can learning give you power?
Related Misconceptions		
Schools don't matter.		
Knowledge Students will know...	Skills Students will be able to...	

Vocabulary:

- Use a dictionary to build and increase word knowledge.
- Discuss and understand multiple-meaning words.
- Clarify vocabulary and ideas by rereading text.
- Use idea webs or graphic organizers to organize unit vocabulary.
- Identify academic vocabulary in a reading selection.
- Use key vocabulary in a meaningful context.

Grammar:

- Use past tense and irregular past tense verbs correctly in speaking and writing
- Identify and use adverbs in sentences
- Practice with grammar, mechanics, usage, and spelling
- Show possession using possessive nouns, adjectives and pronouns
- Use pronouns in prepositional phrases

Reading:

- Use the research process to gather information.
- Use text evidence to support ideas and opinions.
- Preview and make and confirm predictions about text read.
- Give an oral response to literature.
- Identify and discuss author's purpose.
- Identify author's influences and perspectives.
- Summarize text.
- Clarify ideas by rereading text and asking question.
- Preview and predict text using a prediction chart.
- Use text features: Photos, Captions, Maps, Diagrams.
- Use text evidence to support ideas.
- Understand text structure by identifying sequence of events, chronology.
- Understand structure and features of nonfiction text.
- Recognize sequence words.
- Find Question-Answer relationships.

Writing:

- Write complete sentences.
- Understand the writing process steps.
- Write a paragraph in complete sentences.
- Write about literature.
- Write a Problem-Solution Essay.
- Understand steps of writing a research paper.

Language:

- Discuss themes, ideas, and opinions
- Engage in classroom activities
- Give, use and carry out commands
- Practice short phrases and intonation to increase English language fluency
- Demonstrate listening skills by following directions and engaging in classroom discussions
- Express opinions
- Ask for and give information
- Use intonation when practicing reading fluency
- Recognize question-answer relationships
- Ask questions to clarify meanings.
- Listen actively to respond to and interpret visuals and audio.
- Verify and confirm information

Vocabulary:

- Interpret, identify, and explain multiple meaning words.
- Connect academic vocabulary to visual representation and personal experiences.

Grammar:

- Describe a past experience in oral and written form.
- Expand sentences adding details with adverbs.
- Use and describe action verbs in the simple present tense and translate simple verbs into verbs with suffixes and identify the new meaning.

Reading:

- Analyze literary elements: Setting, Plot
- Draw parallels between texts
- Compose previewing questions before reading.
- Infer and analyze literature
- Compare and contrast fiction and non-fiction.
- Analyze author's word choice and language.
- Synthesize ideas and themes among texts
- Compare and discuss cultural perspectives
- Interpret and respond to visuals associated with the text.
- Analyze text structure
- Infer information using author's details plus prior knowledge.
- Analyze cause and effect in text structure.
- Interpret, compare and analyze information presented in graphs and diagrams.
- Connect reading to life.
- Recommend two ways to identify sequential text structure.
- Infer word meaning by looking for clues in the text.
- Apply all previously learned reading strategies.
- Choose the most effective reading strategy and justify the choice.
- Create a Sequence Chain based on the reading.
- Analyze literary device: imagery.

Writing:

- Create a writing piece utilizing writing process
- Utilize the writing process to Pre-write, draft, edit, revise, and publish
- Plan, write and share a paragraph about a service announcement that encourages

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Formative Assessments:

- Quizzes
- Writing assignments
- Journal Writing
- Oral participation
- Exit tickets
- Language Acquisition Assessment
- Observation of peer to peer interaction and collaboration

Summative Assessments:

- Cluster Assessment
- Cluster Reflection
- Unit Reflection
- Project: Safety Demonstration
- Project: Perform a play
 - Writing: Alternate ending using prediction and story chart
 - Expository
 - Problem-Solution Essay

http://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr9-10.pdf (Rubric example)

- Research paper

Other Evidence

- Participation
- Homework

Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been? How will you make sure the students know where they are going?**
- **How will you hook** students at the beginning of the unit?
- **What events will help students experience and explore** the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**
- **How will you cause students to reflect and rethink?** **How will you guide them in rehearsing, revising, and refining their work?**
- **How will you help students to exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How will you tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- **How will you organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Language Frames for Writing
- Conduct games and role play conversations
- Create a Word Map of Academic Vocabulary, Vocabulary Word Cards, Synonym-Antonym Chart
- Create Imagery Chart to understand and explain what imagery is.
- TPR- Total Physical Response
- Cooperative Learning- Think, Pair, Share,
- Academic Language Frames
- Link Vocabulary and Concepts
- Listen to text on audio and respond to a variety of questions
- Promote vocabulary usage during discussion
- Research themes to connect with content areas
- Use question starters and sentence starters
- Question-Answer Chart
- Writing about literature: Write a public service announcement that encourages high school students to go to a technical school or college.

Suggested Materials:

EDGE B (National Geographic) – Fundamentals

EDGE B Connect

EDGE B Practice Book

Suggested Supplemental Materials:

North Star (Pearson) – Level 2&4

Curriculum Template:

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development

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