

Norwalk Public Schools
English Language Learner Curriculum
High School Level 3 - DRAFT

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INTRODUCTION

This curriculum draws on several sources in order to bring together the best practices around curriculum, instruction, assessment and resources, for English Language Learners (ELL). The document utilizes: The Framework for English Language Learners for the state of Connecticut, the levels of language proficiency defined by Teachers of English to Students of Other Languages (TESOL), the Connecticut state frameworks for various content areas as needed, the Common Core Standards Framework for Language Arts, Bloom's Taxonomy, and HB *Edge* resources.

This document includes an overview of each unit, which lasts approximately six to eight weeks, for an entire school year. Units can be adjusted for student interest, ability, and events on the school calendar, such as breaks. Teachers should create lesson plans which follow the SIOP (Sheltered Instruction Observation Protocol) model. SIOP has been shown to assist language learners in the acquisition of academic content and language skills. SIOP lessons include content and language objectives tied to student learning outcomes/indicators from standards documents, vocabulary development, and a variety of strategies for students to use language for communicative purposes including sufficient class time to practice language skills for real use. Often, students learning a World Language learn the language for personal enjoyment, possible instrumental purposes such as getting into a tertiary academic program, or for graduation credit. ELLs, on the other hand, learn English to be used all day in other content areas, as well as for their future lives. Thus, ELLs need units and lessons with content connections, workplace connections, technology, and other life skills, such as interpersonal communication.

The HB *Edge* resources have been chosen as core texts because they make connections with other content areas, such as social studies, science, mathematics, literature, art and health, which assist ELLs in other high school courses. Teachers are encouraged to use supplementary materials to help students acquire content and language. Some of the exemplar lesson plans included in this document are tied directly to units found in the HB *Edge* text and online resources, while others are extensions of this material but are tied to other aspects of high school curriculum, such as the development of skills in technology.

Learning English for academic purposes is different from other content areas for several reasons. First, students enter programs at every grade level and there is no connection between their grade level (often based on age) and their English proficiency. Also, a student's proficiency level may vary between the four language skill areas of listening, speaking, reading and writing. Students must master beginning level indicators, or outcomes, regardless of grade level, and progress to advanced levels of English proficiency. Furthermore, students may enter programs with variability in previous educational experiences. This necessitates differentiating lessons for content and language.

High School ESL Level 3 includes students who are at an upper Intermediate to Advanced level of English language proficiency. This means students have an understanding of English and can use the language for most communication purposes. They use English spontaneously and regularly. They may still struggle with academic language. Most of the linguistic tasks occur at Bloom's Taxonomy levels 1 and 2 but they should

be encouraged to strengthen their language skills. Since ELLs arrive throughout the year, each unit includes differentiated linguistic tasks. HB *Edge* resources include modified readings and assignments and the exemplar lessons include differentiated material as well.

These learners may still feel comfortable constructing meaning from text through nonprint features (e.g., illustrations, graphs, maps, tables) but they can construct more meaning from the words themselves as their vocabulary increases. They are able to generate texts that reflect their knowledge level of syntax. These texts may include a number of nonconventional features, such as invented spelling, grammatical inaccuracies, pictorial representations, surface features and rhetorical patterns of the native language (i.e., ways of structuring text from native culture and language) but less so than their Level 2 peers. HB *Edge* resources include modified readings and assignments and the exemplar lessons include differentiated material as well.

In addition, students are expected to do more with the language in any content area than simply identify a term. In all content areas students need to access vocabulary to predict, analyze, summarize, among other linguistic tasks. Teachers utilize Bloom's Taxonomy when deciding on which linguistic activity students will engage. Of necessity, these linguistic tasks are differentiated for the various levels of English language proficiency. While students may be able to complete the task in their native language, and even understand what is required of them in English, they may not be able to perform a linguistic task because of their levels of language proficiency. They may be able to draw or act out rather than speak or write to communicate their message. On the other hand, some students are not able to perform certain linguistic tasks even in their native languages, due to the academic nature of the task and their lack of educational background. Academic vocabulary is dealt with in every unit and lesson across all content areas to help the ELL see connections in how these linguistic skills compare across subjects such as science and math. In addition, ELLs need to learn content vocabulary. Both types of vocabulary need to be integrated into the lesson. Students use language for real communication on a variety of topics and, at the same time, they learn about the topic. Individual lesson plans should outline the content and language objectives, with the content indicators tied to standards, especially the Common Core for Language Arts, and the language objectives tied to the CT Framework for ELLs.

Unit 1: Choices	
Subject	English as a Second Language
Grade/Course	High School ESL Level 3
Unit of Study	Unit #1 — Choices
Unit Type	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	Suggested Time Frame: September/October (Approximately 6 weeks including projects)
Core Text	<i>Edge Level B</i> , Unit 1, pp. 1-103: Choices
Essential Question	<i>What influences a person's choices?</i> Supporting Questions: How do family and friends affect the choices people make? How do circumstances affect the choices people make? How does society influence the choices people make?

Connecticut Common Core Standards	
Reading	<ul style="list-style-type: none"> • 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. (“Thank you, M’am”) • 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. (“The Good Samaritan”) • RL.9-10.3. 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. (“The Bus,” “The Good Samaritan”) • RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (“The Good Samaritan,” “Don’t Go Gentle Into That Good Expressway”) • RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (“The Good Samaritan,” “Don’t Go Gentle Into That Good Expressway”) • RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (“Juvenile Justice”) • RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (“Juvenile Justice”) • RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g.,

	a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (“The World is in Their Hand”)
Writing	<ul style="list-style-type: none"> • W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (“Descriptive Narrative”) • WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (“Research a Volunteer”)
Language	<ul style="list-style-type: none"> • L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. • L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELL Framework/TESOL	
	1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 2.2.1., 2.2.2., 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1., 3.1.2., 3.1.3.

ESL Level 3, Unit 1 Launch: <i>Choices</i>	
Introduce the Essential Question	<p><u>Unit 1 Launch on Choices</u></p> <p>– Set-Up:</p> <ul style="list-style-type: none"> • Teacher posts sentence frames for agreeing and disagreeing. Teacher posts the two quotes with author names (Einstein and Winfrey) on strips at the front of the room (from page 2: <i>Everything is determined, the beginning as well as the end, by forces over which we have no control.</i> Albert Einstein <i>With every experience, you alone are painting your own canvass, thought by thought, choice by choice.</i> Oprah Winfrey). • Teacher posts strips in the four corners of the room (see example on T0): Strongly Agree with Einstein, Mostly Agree with Einstein, Strongly Agree with Winfrey, Mostly Agree with Winfrey. Teacher has chart paper and markers at each station. <p>– Activity:</p> <ul style="list-style-type: none"> • Teacher previews quotes and discusses with students. Teacher previews agreeing and disagreeing frames with students. Students read the quotes and move to the appropriate corner of the room to discuss and chart out the reasons for their choice. One person from each group summarizes each group’s ideas for the entire class.

	<p>– Debrief:</p> <ul style="list-style-type: none"> • Use the debrief questions with the entire class (page T0). (Option: Teacher can take notes on student comments to use in a final activity referring to the Essential Question. See <i>Assessments for Unit 1.</i>)
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ESL Level 3, Unit 1: Choices	
Language Skill Area	Objectives
Reading	<ul style="list-style-type: none"> • Make predictions about a text and confirm predictions • Set a purpose for reading • Analyze character • Analyze setting • Analyze plot • Analyze theme • Recognize genre • Compare texts: text-to-text connections • Analyze nonfiction text features • Analyze characterization and dialogue in short stories • Analyze setting and theme in short stories <p><u>Suggested Fiction and Nonfiction Genres:</u> Short story, poem, nonfiction informational text, interviews, memoir, newspaper article</p> <p><u>Suggested Reading Activities:</u></p> <p><u>Personality Test</u></p> <ul style="list-style-type: none"> • Take an online personality test (<i>The Big Five Personality Test</i> at http://www.outofservice.com/bigfive/ on HBEde.net). Students can compare and contrast their results with each other. Relate the results of the test to a writing assignment: What traits and talents might influence your choices. <p><u>Jig Saw Reading</u></p> <ul style="list-style-type: none"> • Read about teens and celebrities who have made difficult choices. (Can be a jigsaw reading activity where student groups read different articles and share similarities across texts, i.e., shared character traits, shared circumstances, etc. Can be connected to the TV Talk Show option for end of unit project. See <i>Assessments for Unit 1</i>)

ESL Level 3, Unit 1: <i>Choices</i>	
Language Skill Area	Objectives
	<p><u>Game</u></p> <ul style="list-style-type: none"> • Play a game for reading fluency on making choices at http://www.bluekids.org/teensandkids/ga_choices.asp (Scaffold the activity by writing the choice options on cards in advance, and discussing and sorting them into good and bad choices) <p><u>Survey</u> (p. 2)</p> <ul style="list-style-type: none"> • (Use this activity with a class of balanced males and females to preserve anonymity.) Using the handout <i>HS ESL Level 3 Unit 1 Teen Choice Survey</i>, anonymously survey the class. Collect student surveys in a bag or envelope and have students separate the responses by gender. Group 1 tallies class responses for females. Group 2 tallies class responses for males. Group 3 calculates percentages for females. Group 4 calculates percentages for males. Students compare the class responses with the national responses on the Teen Choice Survey on page 2. Students use compare/contrast language. Continue with the Analyze and Debate section. (Use sentence frames from T2.) (See Unit 1 Materials) <p><u>On the Bus</u> (p. 4)</p> <p>– <i>Pre-reading:</i></p> <ul style="list-style-type: none"> • Ask students questions about genre and short stories (from p. T4). Preview setting, characters, and plot. Teacher can draw attention to how author “shows” the reader the character traits of each character (i.e., shy, felt afraid, shouted, bragging, exaggerated dances, looked hard at, threatening voice, etc.). (RL.9-10.3.) <p>-- <i>During Reading:</i></p> <ul style="list-style-type: none"> • Students read “On the Bus” p. 4. <p>– <i>After Reading:</i></p> <ul style="list-style-type: none"> • Put students into three groups representing James, Catherine, and Stefone. • Give students chart paper and markers. Have students fold the paper in half. Tell students to put the “setting” (on the bus) at the top of the paper. Students do a quick sketch of their “character” on the top half of the paper and brainstorm character traits of their given character. • Students share their character traits with the rest of the class. Other group members can agree or disagree with the groups. They can add character traits. (RL.9-10.3.) <p>– <i>Writing Connection:</i></p> <ul style="list-style-type: none"> • On the second half of the chart paper, students write an ending to the story in which the characters stay “true” to themselves. Students can “write” their stories in comic format, prose, and/or dialog.

ESL Level 3, Unit 1: <i>Choices</i>	
Language Skill Area	Objectives
	<p><u>The Good Samaritan</u> (pp. 11-23)</p> <p>-- <i>Pre-reading:</i></p> <ul style="list-style-type: none"> • Think & Ink. Have students think about a time when someone promised them something. Did the person keep or break the promise? What were the circumstances? Ask students to write down their thoughts (about 3 minutes) then share out with a partner, small group, or whole class. (See Unit 1 Materials) • Have students read the Biblical story of The Good Samaritan (http://www.dltk-bible.com/cv/good_samaritan.htm). Ask students if they have ever had a “Good Samaritan” experience where they’ve helped someone or someone has helped them. (Helping a stranger, an unpopular person, or someone who’s been mean or unkind to you, etc.) (See Unit 1 Materials) (RL.9-10.9.) <p>--<i>Reading:</i></p> <ul style="list-style-type: none"> • Students read “The Good Samaritan” pp. 11-23 <p>-- <i>After Reading:</i></p> <ul style="list-style-type: none"> • Interview the Characters. Have students analyze how complex characters (e.g., Rey and Mr. Sanchez), develop over the course of the text, interact with other characters, and advance the plot or develops the theme. (RL.9-10.3.) Put students in groups of 4. One student plays Mr. Sanchez and another plays Rey in each group. The other two students take turns choosing a question card to “interview” the two main characters. Students can switch roles and partner groups. (See Unit 1 Materials) • Have students analyze how the author draws on and transforms source material (i.e., the Biblical version of “The Good Samaritan”) in a this story. (RL.9-10.9.) <p><u>Don’t Go Gentle Into That Good Expressway</u> (pp. 24-25)</p> <ul style="list-style-type: none"> • Cut up picture cards and have students (pairs or small groups) sort the cards into positive and negative images of New York City (where the action takes place in the poem). Discuss reasons for their choices. (See Unit 1 Materials) • Cover page 25 and read page 24 of the poem ONLY. Have students discuss and imagine what the poet means by “New York City showed me some heart” (RL.9-10.4.). In pairs or small groups, in keeping with the theme of “Good Samaritans” have students write what “Good Samaritan” experience the poet might have experienced in New York City. Students should share out their ideas. • Finish reading the poem on page 25. Students can see how close they came to the actual event described in the poem. • Extension. Teacher can show where the title of the poem came from “Don’t Go Gentle Into That Good Night”

ESL Level 3, Unit 1: <i>Choices</i>	
Language Skill Area	Objectives
	<p>by Dylan Thomas. http://en.wikipedia.org/wiki/Do_not_go_gentle_into_that_good_night#Poem_text (RL.9-10.9.)</p> <p><u>The World is in Their Hand</u> (pp. 27-31) -- Pre-reading: 3-2-1</p> <ul style="list-style-type: none"> • Three ways to volunteer, two benefits of volunteering, one organization—non-profit, or person you know who volunteers • Have students work in small groups, chart out on chart paper and share out. <p>-- Reading:</p> <ul style="list-style-type: none"> • Students read the selection (pp. 27-31) <p>-- After Reading:</p> <ul style="list-style-type: none"> • Divide students into groups. Have students create the sentences that describe the graphs on page 28, and create the graphs for the text on page 30. (RST.9-10.7.) • Have students read p. 32 on “Making a Difference” as a model for their own research and writing projects. <p><u>Thank You, M’am</u> (pp. 39-49) (RL.9-10.1.) -- After Reading:</p> <ul style="list-style-type: none"> • Ask students their thoughts about Mrs. Jones. Brainstorm a list of adjectives as a whole class (with teacher guidance) that describe Mrs. Jones: nice, smart, kind, gentle, wise, generous, caring. The teacher writes each word on a piece of paper or card. • Post the adjectives around the room with a piece of chart paper on the wall. Divide students into groups. Have students choose a selection from the text that shows how Mrs. Jones characterizes the adjective. Students should write the page # and other citation information. (The teacher models the ACE strategy for writing a paragraph to answer the question (p. 49), “How does Mrs. Jones show that she has empathy for Roger?” • Have students listen to the song “Walk a Mile in My Shoes” by Joe South. Discuss empathy. (See Unit 1 Materials) <p><u>Juvenile Justice: From Both Sides of the Bench</u> (pp. 50-56) (RH.9-10.6.) -- After Reading: Paraphrasing Activity (RST.9-10.2.)</p> <ul style="list-style-type: none"> • Students read the selection. Review the model on page 50 for clarifying ideas (paraphrasing). • Walk the students through the answer for the first question on page 53 and show the students how to

ESL Level 3, Unit 1: Choices	
Language Skill Area	Objectives
	<p>paraphrase as an entire class. Read the selection out loud. Have the students pull out the main ideas. <i>Judge LaDoris Cordell believes that even though some young people have committed serious crimes, they can be rehabilitated.</i></p> <ul style="list-style-type: none"> • Show students that they can take a “key word” that they might not know the meaning of and substitute the glossary definition of the word. • Divide the students into groups or pairs and have students practice paraphrasing in a sentence or two with the remainder of the text. Students write out their paraphrase then share out orally. <p><u>The Necklace</u> (pp. 63-73) (RL.9-10.1., RL.9-10.3.) -- After Reading: Mix and Match Activity</p> <ul style="list-style-type: none"> • Use the list of Character Traits to discuss the character traits of Mr. and Mrs. Loisel. Post the list. • Use the cards with character traits and quotes to do a Mix and Match Activity. (See Unit 1 Materials) Cut up and give students the cards at random. Have students mix with each other, reading aloud their cards. Students trade cards and find another partner. After several turns, tell students to find their match. <p><u>The Fashion Show</u> (pp. 79-84) (RL.9-10.6.)</p> <ul style="list-style-type: none"> • Use the text as a model text for writing autobiographical narratives (outlined on p. 90, with student example on p. 91)
Writing	<ul style="list-style-type: none"> • Use appropriate grammar to write about themselves • Use notes to write out full sentences with appropriate grammar and mechanics • Use conventions of writing a paragraph • Support a main idea/topic sentence with supporting details <p><u>Suggested Writing Tasks:</u></p> <ul style="list-style-type: none"> • Write an autobiography • Write a memoir • Write about literature • Write an opinion statement • Write a short comparison essay • Write a response log <p><u>Suggested Writing Activities:</u></p>

ESL Level 3, Unit 1: Choices	
Language Skill Area	Objectives
	<ul style="list-style-type: none"> • Write an order of importance paragraph (p. 33) about volunteering. <p><u>Research a Volunteer</u> (p. 32) (WHST.9-10.6.)</p> <ul style="list-style-type: none"> • Using p. 32 as a writing model, have students read “Making a Difference.” Students research a person or project of their choice, locally or from their own countries, to write about. Students summarize their information into 5-10 sentences. Students need to use 3 of the 8 key vocabulary words found on p. 8. They include a title and the location of the organization/work. Have students include a map/picture. Students share their work by printing and posting their work. <p><u>ACE Writing Strategy</u> (p. 49) (RL.9-10.1.)</p> <ul style="list-style-type: none"> • Model how to answer the question, cite the evidence, and give examples to answer the question, “How does Mrs. Jones show that she has empathy for Roger?” using one of the student group work products after reading “Thank you, M’am.” <p><u>Autobiographical Narrative</u> (pp. 89-103) (W.9-10.3.)</p> <ul style="list-style-type: none"> • Using “The Fashion Show” p. 89-74) as a model text. • Have students use the 5 senses to brainstorm about their event. • Hold a peer conference to evaluate writing.
<i>Listening & Speaking</i>	<ul style="list-style-type: none"> • Use language to agree and disagree • Summarize what others have said • Use compare/contrast language <p><u>Suggested Listening & Speaking Activities:</u></p> <ul style="list-style-type: none"> • See <i>Unit Launch</i> • Give an oral report • Participate in a discussion • Do a role-play • Conduct an interview (See TV Talk Show, p. 3 and Unit Projects/Assessments)
<i>Grammar for Language Skill Areas</i>	<ul style="list-style-type: none"> • Complete sentences: sentence parts • Plural nouns • Subject-verb agreement: fragments, missing subject, missing verbs • Modals

ESL Level 3, Unit 1: <i>Choices</i>	
Language Skill Area	Objectives
Vocabulary Development	<ul style="list-style-type: none"> • Use structural clues to determine prefixes • Use structural clues for Greek roots (p. 59) (L.9-10.4., L.9-10.6., RH.9-10.4.) See also: http://www.infoplease.com/ipa/A0907013.html • Learn words in French (for “The Necklace”): Have a student help with pronunciation • Use structural clues to determine suffixes <p><u>Suggested Vocabulary Activities:</u></p> <p><u>Thank you, M’am</u> (pp. 39-49)</p> <ul style="list-style-type: none"> • Key word: empathy • Share with students idiomatic expressions: walk a mile in another’s shoes, put yourself in someone else’s shoes, don’t judge a book by its cover, etc. • Have students listen to the song “Walk a Mile in My Shoes” by Joe South

ESL Level 3, Unit 1: <i>Choices</i>	
Connections	Suggested Activities
Workplace	<ul style="list-style-type: none"> • Learn about the legal profession • Interview a guest speaker: lawyer, paralegal
Technology	<ul style="list-style-type: none"> • Use the resources at: www.hbedge.net (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups) <p><u>Power Point</u> (WHST.9-10.6.)</p> <ul style="list-style-type: none"> • Students create a Power Point presentation. Give students options. For <i>Good Samaritan Laws Activity</i>, p. 35, students can support their oral reports with Power Point. Show video clip: http://www.youtube.com/watch?v=lpvgfmEU2Ck on what not to do in a Power Point presentation.

Projects and Assessments for Unit 1: <i>Choices</i>	
Assess Student Understanding of the	Note: Include notes from Unit Launch could be text evidence from each reading

Essential Question	<u>TV Talk Show</u> (p. 3) <ul style="list-style-type: none">• (Note: Choice option for end of unit project/assessment. Can be connected to any of the characters in the readings in the text including the JigSaw readings on teens and celebrities in the Reading Activities section.)
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Unit 2: Creativity	
Subject	English as a Second Language
Grade/Course	High School ESL Level 3
Unit of Study	Unit #2 — Creativity
Unit Type	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	Suggested Time Frame: November (Approximately 6 weeks including projects)
Core Text	<i>Edge Level B</i> , Unit 2, pp. 104-189: The Art of Expression
Essential Question	<i>Does creativity matter?</i> Supporting Questions: What are some ways in which people express their creativity? How does art affect our lives?

Connecticut Common Core Standards	
Reading	<ul style="list-style-type: none"> • RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (“Euphoria”) • 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. (“Hidden Secrets of the Creative Mind”) • RI.9-10.3. Analyze how the author unfolds an analysis or 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. (“Creativity at Work”) • RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (“Creativity at Work”) • RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (“Creativity at Work”)
Writing	<ul style="list-style-type: none"> • 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. (“Position Paper” assignment)
Speaking and Listening	<ul style="list-style-type: none"> • SL.9-10.4. 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. • SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELL Framework/TESOL	
	1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 2.2.1., 2.2.2., 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1., 3.1.2., 3.1.3.

ESL Level 3, Unit 2 Launch: <i>Creativity</i>	
<p>Introduce the Essential Question</p>	<p><u>Unit 1 Launch on Creativity</u></p> <p>– Set-Up:</p> <ul style="list-style-type: none"> • Copy pictures of various visual arts: the Mona Lisa, the Eiffel Tower, Andy Warhol’s Campbell Soup Labels, graffiti, abstract art, Ansel Adams photo, pottery, weaving, jewelry, etc. Also, post the question, “How do you define Art?” and cover it up. (Or, create a PowerPoint set to music for students to view.) <p>– Activity: Gallery Walk</p> <ul style="list-style-type: none"> • Post the pictures of art on the walls. Tell students to put a piece of paper and a pencil/pen on the desk. Have students stand and walk around the room examining the pictures. They should think about what they like and don’t like and why (i.e., form, color, composition, etc.). After a set time (5 minutes), have students go back to their seats, uncover the question and have students answer it: How do you define Art? <p>-- Presentation:</p> <ul style="list-style-type: none"> • Explain to the students: People express their creativity in many ways, including art, film, music, writing, dance, and more. Discuss what people think art is. Ask: <i>Who are some artists from your country? What kind of art do you like? What makes art “good?” Are you an artist? Are any of you signed up for art classes?</i> <p>-- Activity: ABC Words</p> <ul style="list-style-type: none"> • Put students in groups with chart paper and a different colored marker for each group. Have students brainstorm from A-Z words related to creativity. Let students visit other groups and add more words. • Save the chart papers for the final project. <p>– Debrief:</p> <ul style="list-style-type: none"> • Put the expression on the board: <i>Beauty is in the eyes of the beholder.</i> Have students go around and say what it means.

ESL Level 3, Unit 2: <i>Creativity</i>	
Language Skill Area	Objectives
<i>Reading</i>	<ul style="list-style-type: none"> • Make predictions about a text and confirm predictions • Set a purpose for reading

ESL Level 3, Unit 2: Creativity	
Language Skill Area	Objectives
	<ul style="list-style-type: none"> • Analyze character • Analyze setting • Analyze plot • Analyze theme • Recognize genre • Compare texts: text-to-text connections • Analyze nonfiction text features • Analyze characterization and dialogue in short stories • Analyze setting and theme in short stories <p><u>Suggested Fiction and Nonfiction Genres:</u> Essay, song lyrics, poetry, nonfiction informational text, newspaper article, cartoons</p> <p><u>Suggested Reading Activities:</u></p> <p><u>Creativity at Work</u> (p. 114-120) -- <i>Pre-reading:</i></p> <ul style="list-style-type: none"> • Give students a vocabulary sorting activity (See Unit 2 Materials) to think about the story they will read. (RI.9-10.3., RI.9-10.4.) • Have students fill in the 5Ws chart on p. 113. <p>-- <i>After reading:</i></p> <ul style="list-style-type: none"> • Have students go back and see how the vocabulary is used. Use the vocabulary to retell the events in the article or summarize the story. • Have students analyze the Author's purpose (p. 131 #3) using the 5Ws chart. (RI.9-10.6.) <p><u>The Hidden Secrets of the Creative Mind</u> (p. 123-126) -- <i>Pre-reading:</i></p> <ul style="list-style-type: none"> • Show a video from www.hbedge.net (EQ Selection and Links, PBS special on the brain) <p>-- <i>During reading:</i></p> <ul style="list-style-type: none"> • Choose 14 students to read the question (interview format) and read the answer out loud for the class. <p>-- <i>After reading:</i></p> <ul style="list-style-type: none"> • Have students do #4 on p. 126 to determine the importance of the interview. (RI.9-10.1.)

ESL Level 3, Unit 2: Creativity	
Language Skill Area	Objectives
	<ul style="list-style-type: none"> • Have students complete a brain quiz: http://homeworktips.about.com/library/brainquiz/bl_leftrightbrain_quiz.htm <p><u>Hip-Hop as Culture</u> (p. 134-142)</p> <p>-- Pre-reading:</p> <ul style="list-style-type: none"> • Play Hip-Hop music (Rapper’s Delight) or play the trailer from www.hbedge.com. (Teacher can choose to start each day with music when reading this story.) <p>-- During reading: from T139, use the Vocabulary activity questions</p> <ul style="list-style-type: none"> • Cut out the question cards (See Unit 2 Materials). Either put students in groups with cards facing down. Have students pull the cards and ask the group/partner the question. Or, have students answer the questions in Round Robin format, where half the students have the questions and others answer. After 2 minutes, have students move to the next station. <p><u>Slam: Performance Poetry Lives On</u> (p. 155-167)</p> <p>-- Pre-reading: Graphic Organizer</p> <ul style="list-style-type: none"> • Have students copy the graphic organizer. Lead a discussion on the word “slam” <p>-- During/After Reading: Guest Speakers:</p> <ul style="list-style-type: none"> • Kenneth P. Cormier (Quinnipiac University): http://www.quinnipiac.edu/academics/colleges-schools-and-departments/college-of-arts-and-sciences/departments/english/about-our-faculty/faculty-department-list/faculty-detail?Person=55096 <p>Also check the website for sample readings and music.</p> <ul style="list-style-type: none"> • Jason Levine, Fluency MC: http://www.mamiverse.com/a-tale-of-two-pencils-a-bilingual-ed-teacher-stands-up-for-her-student-6465/ <p>-- After Reading:</p> <p>Introduce students to Allen Ginsberg: http://www.wussu.com/poems/agh.htm</p> <p><u>Euphoria</u> (p. 169-170)</p> <ul style="list-style-type: none"> • Have students analyze the poem according to the 5 senses (create a Smart Board activity). (RL.9-10.4.) • Text-to-Self Connection: Create a 5 senses poem related to “Euphoria” (see Writing)
Writing	<ul style="list-style-type: none"> • Use appropriate grammar in writing • Use notes to write out full sentences with appropriate grammar and mechanics • Use conventions of writing a paragraph

ESL Level 3, Unit 2: Creativity	
Language Skill Area	Objectives
	<ul style="list-style-type: none"> • Support a main idea/topic sentence with supporting details <p><u>Suggested Writing Tasks:</u></p> <ul style="list-style-type: none"> • Write a response to literature • Write about literature • Write an opinion statement • Write an advertisement (flier) • Write a persuasive essay (position paper) <p><u>Suggested Writing Activities:</u></p> <p><u>Five Senses Poem</u></p> <ul style="list-style-type: none"> • Based on Lauren Brown’s “Euphoria” (p. 169) have students create a 5 Senses Poem. The poem can be free verse or structured, rhyme or not. Students will share/publish their poems. (RL.9-10.4.) <p><u>Position Paper</u> (p. 174) (W.9-10.1.)</p> <ul style="list-style-type: none"> • Have students write about why art is important/why we need art in our lives. (Use T174B as a guide.)
<i>Listening & Speaking</i>	<ul style="list-style-type: none"> • Use language to agree and disagree • Summarize what others have said • Use descriptive language <p><u>Suggested Listening & Speaking Activities:</u></p> <p><u>Descriptive Presentation</u> (SL.9-10.4.)</p> <ul style="list-style-type: none"> • Give a descriptive presentation about an event (pp. 152-153); use the graphic organizer • Have students prepare a 2-3 minute “talk” about an event they have participated in (i.e., sporting event, concert, play, amusement park ride, ridden the rails, airplane, etc.) • Arrange the students for a Round Robin, where students sit facing each other. Have each student share their event (use a timer). Have students switch seats. <p><u>Interview</u></p>

ESL Level 3, Unit 2: Creativity	
Language Skill Area	Objectives
	<ul style="list-style-type: none"> • Have students interview a guest speaker or the school art/music teachers on why the arts are important. Students share out.
Grammar for Language Skill Areas	<ul style="list-style-type: none"> • Nouns and pronouns • Pronoun agreement • Action verbs in present tenses • Subject-verb agreement with 's' • Modals: can, could, may, might • Present tense: to be, to have, to do • Present progressive
Vocabulary Development	<ul style="list-style-type: none"> • Context clues • Idioms <p><u>Suggested Vocabulary Activities:</u></p> <ul style="list-style-type: none"> • ABC Vocabulary (Unit Launch Activity) • Vocabulary Sort ("Creativity At Work" reading) • 5 Senses Vocabulary (from "Euphoria" poem)

ESL Level 3, Unit 2: Creativity	
Connections	Suggested Activities
Workplace	<ul style="list-style-type: none"> • Explore careers in museums and other creative venues. • Visit a museum and interview someone about getting a job. • On www.hbedge.net on Workshop Tools, download a form to evaluate if you could work in this field.
Technology	<ul style="list-style-type: none"> • Use the resources at: www.hbedge.net (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups) <p><u>Presentation</u></p> <ul style="list-style-type: none"> • Have teacher/student prepare a presentation on the history of music manipulatives (albums, cassette, boom box, iPod, 8 Track, headphones, etc.)

Projects and Assessments for Unit 2: <i>Creativity</i>	
Assess Student Understanding of the Essential Question	<p>Note: Include notes from Unit Launch could be text evidence from each reading</p> <p><u>Art Fair</u> (SL.9-10.5)</p> <ul style="list-style-type: none">• Give students a choice.<ol style="list-style-type: none">1. For those who feel they are not creative, they can create an ABC Book for the Arts vocabulary. Students use PowerPoint with vocabulary, definitions, and visuals.2. Students can create or perform for the class (sew, sculpt, draw, paint, sing, play an instrument, rap, dance, write a poem, etc.).3. Students self-reflect on their performance and/or artistic piece.

Unit 3: <i>Heroes Can Be Anywhere</i>	
Subject	English as a Second Language
Grade/Course	High School ESL Level 3
Unit of Study	Unit #3 — Heroes Can Be Anywhere
Unit Type	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	Suggested Time Frame: January/February (Approximately 6 weeks including projects)
Core Text	<i>Edge Level B</i> , Unit 3, pp. 190-293
Essential Question	<i>What makes someone a hero?</i> Supporting Questions: Can anyone be a hero? How do heroes change the world around them? Why do we need heroes?

Connecticut Common Core Standards	
Reading	<ul style="list-style-type: none"> • RL.9-10.3. 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. (Unit Launch) • RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (Unit Launch, “In the Heart of a Hero”) • RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). (“The Sword in the Stone”)
Writing	<ul style="list-style-type: none"> • W.9-10.2. 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. (“The Sword in the Stone,” “The Woman in the Snow”) <ul style="list-style-type: none"> • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the

	<p>discipline in which they are writing.</p> <ul style="list-style-type: none"> • 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).
Speaking and Listening	<ul style="list-style-type: none"> • SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (“The Woman in the Snow”) • SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (“The Woman in the Snow”)
Language	<ul style="list-style-type: none"> • L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (“In the Heart of a Hero”) <ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

ELL Framework/TESOL	
	1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 2.2.1., 2.2.2., 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1., 3.1.2., 3.1.3.

ESL Level 3, Unit 3 Launch:	
Introduce the Essential Question	<p><u>Unit 1 Launch on Heroes</u></p> <p>– Set-Up:</p> <ul style="list-style-type: none"> • Use the following link to print the list of character traits: http://www.ltl.appstate.edu/reading_resources/Character_Trait_Descriptive_Adjectives.htm • Post sentence starters for students to use while <i>negotiating</i> during group work. For example, use this link: http://teacher.scholastic.com/products/read180/community/teachingresources/pop4.htm <p>-- Presentation:</p> <ul style="list-style-type: none"> • Ask students to think about heroes they know (famous people, people in their families or community, historical figures, etc.). As they call out different heroes, list them into two categories on a T-chart: Ordinary Heroes and Dramatic Heroes. Then, show the two quotes on p. 190 (on board or SmartBoard). Have students decide which list goes with which quote and discuss. Have students look at the picture on p. 191 and decide which quote goes with the picture best. (Use T191 to discuss the art work.) <p>– Activity: Negotiate and Prioritize</p> <ul style="list-style-type: none"> • Think about what characteristics describe a hero. Discuss with the whole group. Then, divide class into groups and give each group a set of large index cards and a marker. Each group uses the list to discuss and

	<p>choose 10 character traits that describe a hero using their negotiation sentence starters. Collect the cards and post them in front of the room horizontally to create a class graph. If there are any duplicates, post them vertically so that students can see which words were chosen more than once. Based on the results and class discussion, have the class decide on the top ten words. (RL.9-10.3)</p> <p>– Debrief:</p> <ul style="list-style-type: none"> • Create a word wall with the top ten words in the center and the others on the periphery. During the unit, ask the class to revisit the words and see if they still agree on the original ten traits. They also may want to add new words. (RL.9-10.4)
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ESL Level 3, Unit 3: <i>Heroes Can Be Anywhere</i>	
Language Skill Area	Objectives
Reading	<ul style="list-style-type: none"> • Make predictions about a text and confirm predictions • Set a purpose for reading • Analyze character • Analyze setting • Analyze plot • Analyze multiple themes in a text • Recognize genre • Compare texts: text-to-text connections • Analyze nonfiction text features • Analyze characterization and dialogue in short stories • Analyze setting and theme in short stories • Analyze point of view • Make inferences <p><u>Suggested Fiction and Nonfiction Genres:</u> Short story, legend, non-fiction, song lyrics, article, magazine profile</p> <p><u>Suggested Reading Activities:</u></p> <p><u>The Sword in the Stone</u> (pp. 198-211) -- Pre-reading:</p> <ul style="list-style-type: none"> • Watch the Disney version of a clip from the Sword in the Stone on YouTube

ESL Level 3, Unit 3: <i>Heroes Can Be Anywhere</i>	
Language Skill Area	Objectives
	<p>(http://www.youtube.com/watch?v=X0XCxr3Wgok).</p> <ul style="list-style-type: none"> • Give students pictures to sort (see Unit 3 Materials), choosing the pictures from the Disney movie. Use pictures to sequence the movie clip. Students can write a storyboard from the movie. Post on a wall. <p>-- During reading:</p> <ul style="list-style-type: none"> • Have students read the story and use the rest of the pictures to sequence the story in the text as the story is read (See Unit 3 Materials). <p>-- After reading:</p> <ul style="list-style-type: none"> • Students create a storyboard with the pictures, writing a paraphrase from the text. Students post next to the movie storyboard. • Students use a Venn Diagram to compare and contrast the two versions of the story (i.e., there is a bird in the movie but not in the story, there is hay in the text but not in the movie, etc.) • Have students write a compare and contrast essay/paragraph on the movie version and the text. (RL.9-10.7) Post compare/contrast words for students to use (i.e., on the other hand, whereas, similarly, etc.). Teach students how to use commas. (W.9-10.2) Students use vocabulary to talk about the elements they are comparing and contrasting (i.e., plot, character, setting, action, etc.). • Students can explore how an author uses 3rd person omniscient (Point of View) <p><u>A Job for Valentin</u> (pp. 226-240)</p> <p>-- Pre-reading:</p> <ul style="list-style-type: none"> • Before reading, watch the first one minute, 30 seconds of this video clip, as an introduction to reading about ordinary heroes: http://www.youtube.com/watch?v=o0Roogiwad8 • Introduce vocabulary by using Interactive Practice Book, pp. 102-103. Have students complete the vocabulary matching exercise (attached) in groups. If students need further vocabulary work, have them make four corner word maps (word, definition, picture, or sentence). <p>-- During reading: Read <i>A Job for Valentin</i> pages 229-240.</p> <p>-- After Reading – Reading Transparency 12 – Point of View</p> <ul style="list-style-type: none"> • Students can explore how the author uses 1st person (Point of View)
Writing	<ul style="list-style-type: none"> • Use appropriate grammar in writing • Use notes to write out full sentences with appropriate grammar and mechanics • Use conventions of writing a paragraph • Support a main idea/topic sentence with supporting details

ESL Level 3, Unit 3: <i>Heroes Can Be Anywhere</i>	
Language Skill Area	Objectives
	<p><u>Suggested Writing Tasks:</u></p> <ul style="list-style-type: none"> • Write a reflective essay • Write about literature • Write an opinion statement • Write a test essay • Write a letter <p><u>Suggested Writing Activities:</u></p>
<i>Listening & Speaking</i>	<ul style="list-style-type: none"> • Use language of negotiation • Use compare/contrast language <p><u>Suggested Listening & Speaking Activities:</u></p> <ul style="list-style-type: none"> • Participate in a debate • Participate in a group discussion • Do a role-play (TV news reporting) • Retell a story using 3rd person limited point of view <p><u>Hero</u> (p. 241)</p> <ul style="list-style-type: none"> • Play the song http://www.youtube.com/watch?v=0IA3ZvCkRkQ. Students listen and fill in the blanks (see Unit 3 Materials). • Have students do a Fire Pit Activity. Give every student a sticky note and a small stone/pebble. Have students sit in a circle around an imaginary fire pit. Tell students to write one positive quality they have inside of them (i.e., hard-working, friendly, organized, energetic, determined, etc.) on a sticky note (from a character trait list). Take turns (at random) having students place their sticky note on the floor (or a piece of cardboard), saying their trait, giving an example, and placing the rock on top of the sticky note. The teacher goes first, modeling how to place the stones and what to say. Tell students to reflect on themselves, like they might around a camp fire. (<i>"I am organized. For example, I always put my things away. This makes me feel good."</i>) • Debrief: Ask students what they do to keep the fire going when things aren't going well (i.e., take a walk, listen to music, talk to someone, etc.). Ask if students feel like they are heroes. <p><u>The Woman in the Snow</u> (pp. 253-266) (SL.9-10.5, SL.9-10.6)</p>

ESL Level 3, Unit 3: <i>Heroes Can Be Anywhere</i>	
Language Skill Area	Objectives
	<ul style="list-style-type: none"> • Readers' Theater Activity. Divide students into two groups. Half the class creates a skit/play for the first half of the story and the other half creates a play for the second half of the story. Provide students with props, a copy of the story for each person. Students use the actual dialog to create their play and perform for the other half of the class. • Use http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html?tab=4#session1 for ideas, rubrics, and session by session ideas.
Grammar for Language Skill Areas	<ul style="list-style-type: none"> • Present and past tense • Past tense of <i>be, have</i> • Irregular past tense verbs • Past progressive verb forms • Future tense • Direct objects • Subject and object pronouns (I vs. me) • Object pronouns (us, you, them)
Vocabulary Development	<ul style="list-style-type: none"> • Word families • Word derivations <p><u>Suggested Vocabulary Activities:</u></p> <p><u>In the Heart of a Hero</u> (pp. 243-246) (L.9-10.4)</p> <ul style="list-style-type: none"> • Students review the vocabulary before playing BINGO. Students reread the sentence in the story, substituting the meaning. • Students play BINGO after reading the story. (Students can write their own cards and switch them for a second round. Students could work with a partner or small group.) Students who get 5 in a row, retell the story using the words as they are used in the story. <p><i>Capsize, survivors, hauling, hoisted, tragedy, shattered tranquility, unfold, biological makeup, DNA, bystanders, inhibited, inherent, rise to the occasion, coincidence, speculates, Providence</i></p>

ESL Level 2, Unit 3: <i>Heroes Can Be Anywhere</i>	
Connections	Suggested Activities
Workplace	<ul style="list-style-type: none"> • Explore jobs in the airport industry (p. 224)

ESL Level 2, Unit 3: <i>Heroes Can Be Anywhere</i>	
Connections	Suggested Activities
	<ul style="list-style-type: none"> • Explore jobs from the video clip on Everyday Heroes
Technology	<ul style="list-style-type: none"> • Use the resources at: www.hbedge.net (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups)

Projects and Assessments for Unit 3: <i>Heroes Can Be Anywhere</i>	
Assess Student Understanding of the Essential Question	Note: Include notes from Unit Launch could be text evidence from each reading

Unit 4: Opening Doors	
Subject	English as a Second Language
Grade/Course	High School ESL Level 3
Unit of Study	Unit #4 — Opening Doors
Unit Type	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	Suggested Time Frame: February/March (Approximately 6 weeks including projects)
Core Text	<i>Edge Level B</i> , Unit 4, pp. 294-387
Essential Question	<i>How can knowledge open doors?</i> Supporting Questions:

Connecticut Common Core Standards	
Reading	<ul style="list-style-type: none"> • RL.9-10.3. 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. (Unit Launch) • RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (Unit Launch, “In the Heart of a Hero”) • RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). (“The Sword in the Stone”)
Writing	<ul style="list-style-type: none"> • W.9-10.2. 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. (“The Sword in the Stone,” “The Woman in the Snow”) <ul style="list-style-type: none"> • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

	<ul style="list-style-type: none"> • 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).
Speaking and Listening	<ul style="list-style-type: none"> • SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (“The Woman in the Snow”) • SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (“The Woman in the Snow”)
Language	<ul style="list-style-type: none"> • L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (“In the Heart of a Hero”) <ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

ELL Framework/TESOL	
	1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 2.2.1., 2.2.2., 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1., 3.1.2., 3.1.3.

ESL Level 3, Unit 4 Launch:	
Introduce the Essential Question	<p><u>Unit 4 Launch on Opening Doors</u></p> <p>– Set-Up:</p> <ul style="list-style-type: none"> • Read the quotes on p. 294 <p>-- Presentation:</p> <ul style="list-style-type: none"> • Divide the class into two groups. Each group discusses one quote and explains it to the other members of the class. Teacher captures students’ ideas on board/chart paper and asks probing questions about the quotes. • Students (whole class) focus on the picture on p. 295. Describe the picture. <p>– Activity 1: Negotiate and Prioritize</p> <ul style="list-style-type: none"> • Answer the question, “What does this artwork suggest about opening door? (Google Jockey can look up the artist and provide more information to the class about the illustration.) Write down the essential question. <p>– Activity 2:</p> <ul style="list-style-type: none"> • Use EQ p. 296 to discuss and debate the essential question. Examine the graph and answer the questions. Discuss some factors that prevent students from going to college. • Have students write sentences to describe the bar graph (give sentence starters). In a separate paragraph have students write what the graph means to them. • Look at how much more college graduates earn than non-college graduates. (http://education-

	<p>portal.com/articles/How Much More Do College Graduates Earn Than Non-College Graduates.html)</p> <p>-- Debrief:</p> <ul style="list-style-type: none"> • Have students share out what the information means, how knowledge can open doors.
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ESL Level 3, Unit 4: <i>Opening Doors</i>	
Language Skill Area	Objectives
Reading	<ul style="list-style-type: none"> • Ask questions (self, author, etc.) • Analyze non-fiction text structures • Recognize genre • Chronology • Cause and effect • Problem and solution • Analyze imagery • Analyze and compare information <p><u>Suggested Fiction and Nonfiction Genres:</u> biography, brochure, essay, short fiction, memoir, graphs, opinion essay, news feature, article</p> <p><u>Suggested Reading Activities:</u></p> <p><u>Curtis Aikens and the American Dream</u> (pp. 306-316)</p> <p>-- Pre-reading:</p> <ul style="list-style-type: none"> • Invite the Guidance Counselor to come for 15 minutes to talk about the college application process. Have students ask questions. • Watch clips on the college application process (i.e., http://www.youtube.com/watch?v=Kxo3TiWmGcA) • Review p. 298 on completing a college application. <p>-- During reading:</p> <ul style="list-style-type: none"> • Review signal words (p. 300). Provide students with the grid (on SmartBoard). As students read, they locate the words and use highlighter tape to mark the signal words. (Use example on p. 303 for chronological/sequential text structure.) <p>-- After reading:</p> <ul style="list-style-type: none"> • Show video clips from YouTube on Curtis Aikens

ESL Level 3, Unit 4: <i>Opening Doors</i>	
Language Skill Area	Objectives
	<ul style="list-style-type: none"> • Review dialogue/quotes for idioms/phrasal verbs, slang. <p><u>A Job for Valentin</u> (pp. 226-240)</p> <p>-- <u>Pre-reading:</u></p> <ul style="list-style-type: none"> • Before reading, watch the first one minute, 30 seconds of this video clip, as an introduction to reading about ordinary heroes: http://www.youtube.com/watch?v=o0Roogiwad8 • Introduce vocabulary by using Interactive Practice Book, pp. 102-103. Have students complete the vocabulary matching exercise (attached) in groups. If students need further vocabulary work, have them make four corner word maps (word, definition, picture, or sentence). <p>-- <u>During reading:</u> Read <i>A Job for Valentin</i> pages 229-240.</p> <p>-- <u>After Reading</u> – Reading Transparency 12 – Point of View</p> <ul style="list-style-type: none"> • Students can explore how the author uses 1st person (Point of View)
Writing	<ul style="list-style-type: none"> • Use appropriate grammar in writing • Use notes to write out full sentences with appropriate grammar and mechanics • Use conventions of writing a paragraph • Support a main idea/topic sentence with supporting details <p><u>Suggested Writing Tasks:</u></p> <ul style="list-style-type: none"> • Write a reflective essay • Write about literature • Write an opinion statement • Write a test essay • Write a letter <p><u>Suggested Writing Activities:</u></p>
Listening & Speaking	<ul style="list-style-type: none"> • Use language of negotiation • Use compare/contrast language <p><u>Suggested Listening & Speaking Activities:</u></p> <ul style="list-style-type: none"> • Participate in a debate • Participate in a group discussion

ESL Level 3, Unit 4: Opening Doors	
Language Skill Area	Objectives
	<ul style="list-style-type: none"> • Do a role-play (TV news reporting) • Retell a story using 3rd person limited point of view <p>Hero (p. 241)</p> <ul style="list-style-type: none"> • Play the song http://www.youtube.com/watch?v=0IA3ZvCkRkQ. Students listen and fill in the blanks (see Unit 3 Materials). • Have students do a Fire Pit Activity. Give every student a sticky note and a small stone/pebble. Have students sit in a circle around an imaginary fire pit. Tell students to write one positive quality they have inside of them (i.e., hard-working, friendly, organized, energetic, determined, etc.) on a sticky note (from a character trait list). Take turns (at random) having students place their sticky note on the floor (or a piece of cardboard), saying their trait, giving an example, and placing the rock on top of the sticky note. The teacher goes first, modeling how to place the stones and what to say. Tell students to reflect on themselves, like they might around a camp fire. (“I am organized. For example, I always put my things away. This makes me feel good.”) • Debrief: Ask students what they do to keep the fire going when things aren’t going well (i.e., take a walk, listen to music, talk to someone, etc.). Ask if students feel like they are heroes. <p>The Woman in the Snow (pp. 253-266) (SL.9-10.5, SL.9-10.6)</p> <ul style="list-style-type: none"> • Readers’ Theater Activity. Divide students into two groups. Half the class creates a skit/play for the first half of the story and the other half creates a play for the second half of the story. Provide students with props, a copy of the story for each person. Students use the actual dialog to create their play and perform for the other half of the class. • Use http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html?tab=4#session1 for ideas, rubrics, and session by session ideas.
Grammar for Language Skill Areas	<ul style="list-style-type: none"> • Present and past tense • Past tense of <i>be</i>, <i>have</i> • Irregular past tense verbs • Past progressive verb forms • Future tense • Direct objects • Subject and object pronouns (I vs. me) • Object pronouns (us, you, them)
Vocabulary Development	<ul style="list-style-type: none"> • Word families

ESL Level 3, Unit 4: Opening Doors	
Language Skill Area	Objectives
	<ul style="list-style-type: none"> • Word derivations <p><u>Suggested Vocabulary Activities:</u></p> <p><u>In the Heart of a Hero</u> (pp. 243-246) (L.9-10.4)</p> <ul style="list-style-type: none"> • Students review the vocabulary before playing BINGO. Students reread the sentence in the story, substituting the meaning. • Students play BINGO after reading the story. (Students can write their own cards and switch them for a second round. Students could work with a partner or small group.) Students who get 5 in a row, retell the story using the words as they are used in the story. <p><i>Capsize, survivors, hauling, hoisted, tragedy, shattered tranquility, unfold, biological makeup, DNA, bystanders, inhibited, inherent, rise to the occasion, coincidence, speculates, Providence</i></p>

ESL Level 2, Unit 4: Opening Doors	
Connections	Suggested Activities
<i>Workplace</i>	<ul style="list-style-type: none"> • Explore jobs in the • Explore jobs from video clips • Examine occupations with the highest salaries (http://education-portal.com/articles/How_Much_More_Do_College_Graduates_Earn_Than_Non-College_Graduates.html)
<i>Technology</i>	<ul style="list-style-type: none"> • Use the resources at: www.hbedge.net (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups) • Clip on Temple Grandin (afraid of doors) (http://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds.html) • Website on earnings depending on level of education (http://education-portal.com/articles/How_Much_More_Do_College_Graduates_Earn_Than_Non-College_Graduates.html)

Projects and Assessments for Unit 4: Opening Doors	
Assess Student	Note: Include notes from Unit Launch could be text evidence from each reading

Understanding of the Essential Question	
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Unit 5: Facing Your Fears	
Subject	English as a Second Language
Grade/Course	High School ESL Level 3
Unit of Study	Unit #5 — Facing Your Fears
Unit Type	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	Suggested Time Frame: March (Approximately 6 weeks including projects)
Core Text	<i>Edge Level B</i> , Unit 3, pp. 388-485: Fear This!
Essential Question	<i>What makes something frightening?</i>

	<p>Supporting Questions: What gives you anxiety? What is something scary to you? What do you fear? What scares you the most?</p>
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Connecticut Common Core Standards	
Reading	<ul style="list-style-type: none"> • 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. • RL.9-10.3. 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. • RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). • 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. (“The Interlopers”) • RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Speaking and Listening	<ul style="list-style-type: none"> • 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.

ELL Framework/TESOL	
	1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 2.2.1., 2.2.2., 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1., 3.1.2., 3.1.3.

ESL Level 3, Unit 5 Launch: <i>Facing Your Fears</i>	
Introduce the Essential Question	<p><u>Unit 1 Launch on Things We Fear</u></p> <p>– Set-Up:</p> <ul style="list-style-type: none"> • Use a PowerPoint to show things that are scary. <p>-- Activity:</p> <ul style="list-style-type: none"> • Ask students to write down what they think might be scary and why. Write a descriptive sentence based on

	<p>the art work. Ask students to vote on whether or not the picture is scary. Ask students to finish the sentence: The picture is scary because... or, The picture is not scary because...</p> <p>– Debrief:</p> <ul style="list-style-type: none"> • The unit is reading short stories about things that are scary. Tell students what the unit will entail.
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ESL Level 3, Unit 5: Facing Your Fears

Language Skill Area	Objectives
Reading	<ul style="list-style-type: none"> • Make predictions about a text and confirm predictions • Set a purpose for reading • Analyze character • Analyze setting • Analyze plot • Analyze theme • Recognize genre • Compare texts: text-to-text connections • Analyze nonfiction text features • Analyze characterization and dialogue in short stories • Analyze setting and theme in short stories <p><u>Suggested Fiction and Nonfiction Genres:</u> Short story, magazine interview, cartoon, poem, non-fiction</p> <p><u>Suggested Reading Activities:</u></p> <p><u>Plot Structure: How to Read</u> (p. 392-395)</p> <ul style="list-style-type: none"> • Have students create a plot diagram, take notes, define literary terms, etc. <p><u>The Interlopers</u> (pp. 396-407)</p> <p>-- Pre-reading:</p> <ul style="list-style-type: none"> • Have students rank order the common fears of teens (p. 396) • Vocabulary Work: (before or after) • Have students do a Zip Around for the vocabulary (p. 396) (See Unit 5 Materials). Cut out the vocabulary words and sentences. Have students read a sentence with the blank, taking turns. Students with the

ESL Level 3, Unit 5: Facing Your Fears	
Language Skill Area	Objectives
	<p>vocabulary should see if their word fits the sentence. (Students can use the definitions on p. 396.)</p> <ul style="list-style-type: none"> • Have students find the following words in the story: <i>granted, feud, boundary, release, obvious, reconciliation</i>. Ask a student to read the sentence in the story with the vocabulary word. Ask students why the author chooses these words rather than the perfectly good synonym (<i>gave, argument, border, let go, easy to see, agreement</i>). Ask another student to read the same sentence, replacing the word with the synonym. Discuss the impact of vocabulary an author chooses. <p>-- <i>During Reading:</i> Making Connections</p> <ul style="list-style-type: none"> • Ask students what they think is scary in the story. Ask students how the author heightens the mystery and adds suspense to story. (RL.9-10.5.) <p>-- <i>During/After Reading:</i></p> <ul style="list-style-type: none"> • Show the clip: http://www.youtube.com/watch?v=Upw0e5j2uJg (show the clip several times). Filmmakers can use music to create suspense. How do authors create suspense? <p><u>The Baby Sitter</u> (p. 408-414)</p> <p>-- <i>Pre-reading:</i></p> <ul style="list-style-type: none"> • Culture Share: Have students share culture items of “protection” and charms: evil eye, prayer, Italian horn, rituals, etc.); have students make a list of scary stories from when they were children. • Listening Lab: (See Speaking/Listening Activities) <p>-- <i>After Reading:</i> (p. 434, # 3) Analyze mood and tone</p>
Writing	<ul style="list-style-type: none"> • Use appropriate grammar in writing • Use notes to write out full sentences with appropriate grammar and mechanics • Use conventions of writing a paragraph • Support a main idea/topic sentence with supporting details <p><u>Suggested Writing Tasks:</u></p> <ul style="list-style-type: none"> • Write a character sketch • Write about literature • Write a research paper • Write an opinion statement • Write a short story <p><u>Suggested Writing Activities:</u></p>

ESL Level 3, Unit 5: Facing Your Fears	
Language Skill Area	Objectives
Listening & Speaking	<ul style="list-style-type: none"> • Use language to agree and disagree • Summarize what others have said • Use the language of story telling <p><u>Suggested Listening & Speaking Activities:</u></p> <ul style="list-style-type: none"> • Perform a dramatic reading • Participate in a group discussion <p><u>The Baby Sitter</u> (pp. 408-414) (SL.9-10.1)</p> <ul style="list-style-type: none"> • Listening Lab: Put students in groups of 4. Have students brainstorm in their notebooks or on a card about a time they were scared to death: <i>How old were you? Where were you? Who was with you? What happened? How did it end?</i> Use a Talking Stick (rabbit's foot, skull, etc.). Using a timer (online stop watch) give students 2 minutes to share their story without interruption (no questions). At the end of each round, the student passes the Talking Stick and the next speaker must make a comment. Give the student 15 seconds to say: How awful, That's terrible, You must have been so scared, How terrifying, etc.—teacher can post phrases. Students finish their rounds. Have students think about what makes a good story. How does an author create suspense (without scary music)?
Grammar for Language Skill Areas	<ul style="list-style-type: none"> • Adjectives • Adverbs • Negative sentences
Vocabulary Development	<ul style="list-style-type: none"> • Synonyms • Word relationships • Analogies <p><u>Suggested Vocabulary Activities:</u></p> <p><u>The Interlopers</u> (p. 396)</p> <ul style="list-style-type: none"> • Definition and synonym activities

ESL Level 2, Unit 5: <i>Facing Your Fears</i>	
Connections	Suggested Activities
<i>Workplace</i>	<ul style="list-style-type: none">• Learn about jobs in journalism (newspaper, TV, etc.)
<i>Technology</i>	<ul style="list-style-type: none">• Use the resources at: www.hbedge.net (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups)

Projects and Assessments for Unit 5: <i>Facing Your Fears</i>	
Assess Student Understanding of the Essential Question	Note: Include notes from Unit Launch could be text evidence from each reading