 Overview of Unit:

**Unit:** 7th Grade

**Purpose of this unit:** Help children negotiate new environments or reenter

**Grade Level:** 7th

**Materials and Resources:** Holt textbook

**Objectives** from: 7th Grade Unit that acquire academic vocabulary of content areas across the language domains of listening, speaking, reading, and writing.

**Student Profiles:** The class is a mainstream classroom of 20 students with 11 ELL’s at proficiency levels 3-5. The class also has one ELL hearing impaired student at proficiency level 2-3.

The following table includes content standards from the CCSS Standards that are used in this unit. These standards were selected by considering what the students will be engaged in, in order to produce their final projects. The topics/themes were also selected based on the project the students will produce. Lastly, we chose to focus on the **WIDA ELD Standards for Language Arts** and **Social and Instructional Language**. **There is no other applicable standard.**

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| **Content Standards:**Common Core Reading 7.1, RL1- cite several pieces of textual evidence to support what the text says explicitly.RL3 Analyze how particular elements of a story interact.**Common Core Writing**, W3 Write narratives to develop imagined experiences.**Common Core Listening,** L1 Demonstrate command of the conventions of standard English grammar and usage when writing.L4b Use common, grade-appropriate Latin roots as clues to the meaning of a word.L6 Acquire and use accurately grade-appropriate general academic words. |
| **Content Topic(s)/Themes(s)** (**Social & instructional**) Locate main ideas about texts in small groups.(**Language Arts**) Define meanings of their vocabulary through roots and their usage, infer meanings and interpret text. |
| **Language Development Standards**English language learners communicate for social and instructional purposes within the school setting.English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. |

Based on the standards selected for this unit, and our interpretation of the newscast project, we identified the following as the core content knowledge and practices embedded in the content standards. We provided some examples of the examples of the academic language demands associated with the core knowledge and practices we listed.

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| **Core Content Knowledge** | **Academic Language Demands** |
| **Language Arts:** * define meanings of their vocabulary through roots and their usage,
* infer meanings from text
* draw conclusions from text.
 | **Discourse Level:** Text* text structure identification
* **Sentence Level:**
* **Compare and contrast:** **Like** and **as**
* **Infer** differences and similarities in meanings with and without prefixes
* **Logical intelligence:** *If…then…else*
* Analysis of sentence structure with respect to fragments and subject/verb agreement**.**

**Word Level:** *Story words***Ferocity:** Anger**Raza:** style**Saludo de vato:** greeting**Ese**: ‘Hey man’**GQ:** Gentlemen’s Quarterly**Siberia:** (Polysemic) cold place in Russia**Bonjour:** (French)**Trés bien. Parlez-vous français** Very good. Do you speak French?**Portly:** stout**Unison:** together**Linger:** slow leaving**Sheepishly:** Embarrassed**Quiver:** vibrate**Grammatical Component:** Prefix & sentence framents , i.e., subject/verb agreement AND subject/predicate**Uni**-one**Academic Words**contemporary • element • identify • influence • structure |
| **Core Content Practices** | **Academic Language Demands** |
| * Create words with and without the prefix
* Create sentences
 | **Discourse Level:** Conversation about the text**Sentence Level:** * Find ,
* Give Meaning,
* Draw Conclusions,
* Point Out,
* Formulating word strings with and without prefix

**Word Level*** Dictionary through search engine,
* graphic organizers,
* Power Point interactive game
* Providing prefix application knowledge
 |

Based on the standards selected for this unit, and the core content knowledge and practices we identified, the following are examples of potential targets and objectives for both content and language that could be used in this unit.

**Language Target:**

Explain the themes by citing textual evidence

**Content Target:**

Identify actions with relation to themes in a story

**Language Objective:**

Identify the main idea and

**Content Objective:**

Evaluate Subject/verb agreement

Identify Subject Predicate for extension

**Language Objective:**

Infer themes across the story

**Content Objective:**

Compare and contrast word meanings with(out) the prefix uni-

We have identified the following activities, tasks, and project for this unit. Taking the time to consider the various ways students will engage with language, can shed light of the types of linguistic supports they may need.

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| **Description of Activity, Task, or Project** | **How will students use receptive domains?****Listening and Reading** | **How will students use productive domains?****Speaking and Writing** |
| **Activity:** Listening | * Chant,
* vocabulary games
* listen
* read accompanying text
 | * repeat vocabulary chant
* copy vocabulary chant into interactive notebooks.
 |
| **Task:** Reading | * Read using Shadow Reading
* Hear each other read
 | * Speak out loud
* Journal a reflection
 |
| **Activity:** Writing | * Ask a question on power point during instruction to connect previous background knowl3edge to new learning.
 | * Students respond verbally to question in written form in an interactive journal.
* Students write a summary using vocabulary of the story.
 |
| **Project:** Speaking | * Peer dictation of reading of written summary
 | * Peer dictate story summary using vocabulary.
* Write a script from this summary for a skit that models a similar situation
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| Grade       | ELD STANDARD: The Language of \_\_Language of Language Arts\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Example Topic: Friendship | Connection: Cite several pieces of textual evidence to suppose what the text says explicitly. Analyze how particular elements of the story interact. Example Context for Language Use:      Define meanings of vocabulary through roots and their usage, infer meanings of vocabulary through roots and their usage, infer meanings and interpret text for inferences about themes in small groups. |  | **Level 6-Reaching** | Topic Related Language: Students in all levels of English Language Proficiency Levels interact with grade-level words and expressions, such as:\_       |
|  | **Level 5:****Bridging** |       |
| **Level 4:****Expanding** |       |
| **Level 3:****Developing** |       |
| **Level 2: Emerging** |       |
| **Level 1:****Entering** |       |
|  | Listening |
| **ELD STANDARD:** The Language of Language Arts **Example Topic:\_** Friendship | **Connection**: Cite several pieces of textual evidence to suppose what the text says explicitly. Analyze how particular elements of the story interact. **Example** Context for Language Use: Define meanings of vocabulary through roots and their usage, infer meanings of vocabulary through roots and their usage, infer meanings and interpret text for inferences about themes in small groups.**COGNITIVE FUNCTION**: Students ac  |  | **Level 6-Reaching** | Topic Related Language: Students in all levels of English Language Proficiency Levels interact with grade-level words and expressions, such as      |
| **Level 5:****Bridging** | Create a related series ofsentences in response to prompts |
| **Level 4:****Expanding** | Produce original sentences• Create messages forSocial purposes |
| **Level 3:****Developing** | Form simple sentences using word/phrase banks |
| **Level 2: Emerging** | Generate lists of words/phrases from banks or walls |
| **Level 1:****Entering** |       |
|  | Listening |

**Sample Formative Language Assessment Tool for Speaking**

The following checklist is a tool created by using the productive Performance Definitions and the WIDA Speaking Rubric. This tool can be used to collect formative feedback on language use. This information can be shared with students to help them prepare for the final presentation, and it can be used as feedback to teachers to help them revise instructional Plans.

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|  | Student Name:        | Date:       |
| **Criteria** | **Students CAN DO this independently** | **Students CAN do this with SUPPORT** |
| **Discourse Level** | Structure of speech follows discourse patterns found in the genres of youth literature. | Ask questions of a social nature.  | Express feelings |
| **Discourse Level** | Speech consists of a variety of complex sentences organized coherently to express a main idea with details. | Ask questions for social and academic purposes.  | Sequence stories with transitions |
| **Sentence Level** | Practice: *“Hey, how are you doing?”**“What’s up?” “Would you like to work together on this project?” ”Would you like to go out sometime and do something together?”* | Produce original sentences. | Form simple sentences use word and phrase banks |
| **Sentence Level** | Speech reflects a complete thought through sentence analysis for subject/verb agreement, prefixes and sprinkle to predicate concept.  | Participate in interactive journal writing. | Create messages for social purposes. |
| **Sentence Level** | Speech reflects appropriate use of prefixesas well as writing. | Put words in forms in order to create sentences.  | Form simple sentences use word and phrase banks |
| **Word Level** | Speech and writing use story specific words, and words with multiple meanings relevant to the topic. | Produce original sentences. | Form simple sentences use word and phrase banks |

Text Excerpt from:

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|  | **Text Analysis** | **Text Sample** |
| **Linguistic Complexity** |       |       |
| **Language Forms and Conventions** |       |
| **Vocabulary Usage** |       |

Text Excerpt from:      \_

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| --- | --- | --- |
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| **Create** |       |       |       |       |       |       |       |
| **Evaluate** |       |       |       |       |       |       |       |
| **Analyze** |       |       |       |       |       |       |       |
| **Apply** |       |       |       |       |       |       |       |
| **Understand** |       |       |       |       |       |       |       |
| **Remember** |       |       |       |       |       |       |       |
|  | **Visual-Spatial** | **Bodily-Kinesthetic** | **Musical** | **Interpersonal** | **Intrapersonal** | **Linguistic** | **Logical-Mathematical** |



**Unit Plan Description/Overview:**

**Week 1:**

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

**Week 2:**

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

**Week 3:**

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:



**Week 4:**

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

**Week 5:**

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

**Week 6:**

Monday:

Tuesday:

Wednesday:

Thursday:

Friday: