Unit 1 - ELA Reading to Learn

Content Area: **ESL**
Course(s): **ESL**
Time Period: **Week 1**
Length: **9 Weeks**
Status: **Published**

Unit Overview

In this unit, the students will learn a variety of ELA, literary skills. Topics that will be covered through the unit will be character point of view, how to use direct quotes, character development through challenges they face in the text, summarizing, and identifying theme. The students will also improve their writing through composing narrative essays.

Standards

Each WIDA sub-standard will be adapted to learner's proficiency level (entering, beginning, developing, expanding, bridging).

CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CCSS.ELA-Literacy.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.5.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELL.3-5.2	The Language of Language Arts

Essential Questions

1) How can we employ certain techniques to help us understand text better?

Application of Knowledge and Skills...

Students will know that...

- a summary is a brief retelling of the main events in one's own words
- characters face challenges and have to problem-solve situations
- direct quotes are used to explain what the text says explicitly and when drawing inferences from the text
- narrative techniques such as dialogue, description, and pacing help develop experiences and events in writing
- point of view influences the description of the events in a text.
- theme is the big idea of a story

Students will be skilled at...

- describe how a narrator's point of view influences how events are described
- discuss how characters respond to challenges or how the speaker in a poem reflects upon a topic
- identify a theme of a story, drama, or poem
- refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text
- summarize the text
- write narratives using descriptive details and clear event sequences

Assessments

- Formative assessment: written and oral – summary of a given text. Students will be expected to use speaking skills to summarize the text and written skills. RL.5.2
- Formative assessment: written test- narrative composition W.3, RL.5.6
- Formative assessment: written- quiz on characters facing problems throughout a text. Fresh reads provided with questions to follow. Students should also be expected to use direct quotes from the text when explaining explicitly. RL.5.2, RL.5.1
- Formative assessment: written- quiz on theme found in story, drama, or poem. RL.5.2
- Unit Pretest: pretest encompassing information about: point of view, use of direct quotes, character development, summarizing, and theme. RL.5.1, RL.5.2, RL.5.6, WIDA 2
- Unit test, Summative: Written test- Unit test encompassing information about: point of view, use of direct quotes, character development, summarizing, and theme. Use NJ Model Curriculum. RL.5.1, RL.5.2, RL.5.6, WIDA 2

Activities

- Brain pop videos to show the different concepts

- create poster for the classroom for student reference on theme.
- create poster for the classroom to reference about summarizing text. Use a variety of graphic organizers with students to draw important parts from the text to use in a summary.
- create task cards for students to identify theme and point of view (different sets)
- posters made to show the different point of views that can be seen in reading and writing. 1st, 2nd, 3rd person will be presented to the students.
- read a variety of texts to show the different point of views. Record findings in a graphic organizer for student reference.
- read a variety of texts, such as Aesop's Fables, Rainbow Fish, The Lorax, to discuss theme and identify it.
- Use smartboard lessons to provide practice using the different concepts.

Activities to Differentiate Instruction

- L1 support
- Word wall
- Word bank
- video clips
- Adapted text
- guided questions
- modeling
- pictures/photographs
- maps

Integrated/Cross-Disciplinary Instruction

Social Studies

Resources

Brain Pop

Reading A-z

"Ed" versus "Ing" -

http://a4esl.org/q/h/9801/dg-eding.html