# ELA/ESL Curriculum Units Template

Grade **7**                    Unit # **1.1**                    ESL Level: **All**

## Unit Title: Constructed Response
## Essential Questions:

- What is unity and coherence? How does it contribute to the effectiveness of informational writing?
- What is the importance of citing evidence? What does it have to do with good informational writing?
- How are personal opinions different from facts? Which is more important/effective in informational writing? Why?

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## Essential Question of the Unit in Accessible Language

1. How do we write about something that has clear and connected ideas?
2. How do you support and prove that your ideas are correct?
3. What is the difference between a fact and an opinion?

Step 1- Standard Identification

| *CCSS included in this Unit* |
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| W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <br> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, |

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

| *WIDA ELD standards that can be aligned to the CCSS in this Unit and language domains addressed* |
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Grade 7- Standard 1: Social and Instructional Language- Writing, Speaking, and Listening
Grade 7- Standard 2: Language of Language Arts- Reading, Writing, Listening, Speaking

| *Existing strands of MPIs that match up to the topic(s) of this Unit* |
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| | *Level 1-Entering* | *Level 2- Emerging* | *Level 3- Developing* | *Level 4- Expanding* | *Level 5- Bridging* |
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| *Topic: Main Idea* *Domain: Reading* *Framework:2007* | Respond to yes or no questions about the main idea with visual support (e.g. captioned illustrations of plot, characters, etc.) | Identify main idea using graphic organizer (e.g. story map, plot line) with a partner or small group | Explain main idea using graphic organizer (e.g. story map, plot line) to a partner or small group | Distinguish between the main idea and supporting details using graphic organizer and examples from the text | Discuss the main idea using extended discourse |
| *Topic: Use of Information* *Domain: Reading* *Framework:2007* | Locate words or phrases on topics from visually supported information | Identify sentence level information on topics from illustrated text | Summarize information on topics from illustrated paragraphs | Interpret information on topics from illustrated text | Infer information on topics from text |

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| *Topic: Genres*<br><br>*Domain: Reading*<br><br>*Framework:2007* | Identify words or phrases supported by illustrations associated with various genres | Match general vocabulary or expressions in context with illustrations associated with various genres read orally | Associate types of genres with language structures or specific vocabulary in illustrated text or oral description | Pair illustrated summaries with excerpts from genres read orally or in writing | Infer types of genres from written descriptions or summaries in grade level text |
| *Topic: Instructions/ Assignments Domain: Speaking*<br><br>*Framework:2007* | Respond to WH-questions or commands based on oral instructions or visually supported assignments | Paraphrase or retell oral instructions or visually supported assignments | Recount steps for following oral instructions or visually supported assignments | Summarize oral instructions or visually supported assignments | Explain, with details, reasons for instructions or assignments appropriate for grade level |
| *Topic: School Life Domain: Writing*<br><br>*Framework:2007* | Make lists associated with school life from visuals and word/phrase banks | Outline or complete graphic organizers about school life | Discuss different aspects of school life using graphic organizers | Suggest ideas for making changes to school life using graphic organizers | Propose changes to school life and give reasons for choices |
| *Topic: Editing Domain: Writing Framework:2007* | Brainstorm words or phrases relevant to tasks with a partner in L1 or L2 | Check some aspect of editing with resources and confirm with a partner in L1 or | Engage in peer editing during process writing and make notations to a partner in L1 or | Self-edit during process writing using multiple resources and check with a | Self-assess process writing using rubrics or other resources and explain |

| | | L2 | L2 | partner | editing strategies |
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| *Transformed MPI Strands.* | | | | | |
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| *Topic: Constructed Responses* | *Level 1-Entering* | *Level 2- Emerging* | *Level 3- Developing* | *Level 4- Expanding* | *Level 5- Bridging* |
| *Domain: Writing* | Write responses after reading literary or informational texts using sentence stems or a cloze activity. | Write responses after reading literary or informational texts that include multiple complete sentences and begin to compose paragraphs using graphic organizers. | Write responses after reading literary or informational texts that include paragraphs and multiple paragraphs using model provided by teacher. | Write responses after reading literary or informational texts that include multiple paragraphs, with more focus on appropriate form and function using model provided by teacher. | Write responses after reading literary or informational texts that include multiple paragraphs and essays, with focus on appropriate form and function. |
| *Socio-cultural implications of the topics and standards included in this unit* | | | | | |

- Develop and share with students behavioral/classroom expectations
- Consider that students may not have prior knowledge of linear text structure
- Students will be able to produce varying levels of written text based on developmental level
- Students will have to be taught how to work collaboratively and effectively in groups, identifying and explaining roles and responsibilities of group members
- A comfortable classroom environment must be established for students to take risks to share their ideas and the support for their ideas
- In our system of learning, we place value on authentic ideas, work, not just copying someone else's

ideas/works (in spite of ability level/length of what they write based on proficiency)

## Content standards/goals written in accessible language to share with students

*Standards in student friendly language that can be posted in the classroom during Unit instruction.*

- We will be reading short pieces of text and writing about them.
- We will talk about what we read with our teacher, with a partner and in small groups following classroom and group rules.
- Our teacher will ask us questions, and we will have to explain our ideas in writing by using details from what we read.
- Our writing has to have a clear topic, be organized and use transition words.

## Topics and themes in which to present the Unit

*Grade level topics or themes that can be used during this unit of instruction: School Life*

*Possible **materials** to be used that are aligned to this topic or theme*

**Entering-Emerging**: Introduction to school life in the U.S., in Pawtucket, middle school life (*High Point Basics Lakeside School*)

**Emerging-Expanding**: High Point Level A- *Many Kinds of Smart*- Chapter 2

**Expanding-Bridging**: *Seventh Grade* by Gary Soto; Constructed Response Release Items from NECAP

## Step 4- Think about knowledge and skills needed to meet the Unit standards.

*What students need to know; that is, what are the key **concepts/skills** embedded in the standard(s) in this unit*

- How to interact with complex texts
- How to find a main idea/topic or theme
- How to find supporting details or proof in a text
- How to unpack a prompt
- How to respond to a prompt orally and in writing depending on what prompt asks for and proficiency level of students
- How to use correct English words, phrases , sentences or expanding discourse depending on proficiency level
- How to put words in correct order when speaking and writing
- What is an introduction, a conclusion, a key idea and a supporting detail(s) (from *Step Up to Writing)*

*Supports and strategies that lend themselves to scaffolding language and accessing content for instruction and assessment in this Unit*

- Step-Up to writing program- use colors to delineate parts of writing
- Conferencing during Writing Process
- Graphic organizers
- Sentence stems
- Group/pair work
- Modeling
- Providing Success Criteria
- Use of sentence starters and cloze activities

## Differentiated Language

*Ways the academic language of the tasks can be differentiated according to the students' levels of language proficiency including: vocabulary/grammatical forms/genres (must be pre-taught for students to fully understand concepts)*

Entering/Emerging:
- **genres/text types**- read-aloud books, theme library/ leveled-library books with high frequency words
- **grammatical forms**- sentence starters, cloze activities, IVF (from Step Up to Writing), phonological awareness
- **vocabulary**- high frequency vocabulary: noun, verb, topic sentence; school vocabulary: classroom, teacher, student, class titles, locations of the school

Developing/Expanding:

- **genres/text types**- Complex Literary or Informational Text supported with visuals and scaffolding
- **grammatical forms**- Sentences ranging from Simple noun/verb sentences to more complex sentences, different types of topic sentences (power sentences) Capitalization and punctuation rules, Sentences should be building towards paragraphs and multiple paragraphs
- **vocabulary-** story specific vocabulary; topic, key idea, detail, introduction, body, conclusion, hook, context, thesis, evidence, cite, prompt, response, transitions words: (first, next, then, finally, etc.) selection, excerpt

Expanding/Bridging:
- **genres/text types**- Complex Literary and Informational Text with minimal supports
- **grammatical forms**- Paragraphs with topic sentences, transition words, and supporting details, capitalization and punctuation that reflects an understanding of English Conventions
- **vocabulary**- story specific vocabulary; topic, key idea, detail, introduction, body, conclusion, hook, context, thesis, evidence, cite, prompt, response, advanced transitions words, excerpt

## Objectives for the Unit:

| *Overall content objective for the Unit of instruction* |
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| Students will be able to identify and cite relevant details in the text to support the main idea of their writing. |

| *Overall language objective based on the academic language strand(s) of MPIs* |
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| After reading a selection, students will be able to write a constructed response based on proficiency level that includes a main idea, transitions and supporting details. |

## Common Summative Assessment and Suggest Formative Assessments

| Performance Tasks: Formative/Summative Assessments |
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| *Common Summative Assessment:  How students will demonstrate meeting the objectives and standards of the unit through performance tasks and projects*<br><br>*WIDA speaking and/or writing rubric could be used for scoring* (Summative Assessment) |
| After reading a selection, form your own opinion about something in the reading.  Write a response to support your opinion with facts from the reading to show why your opinion is valid.(Differentiated texts will be self or teacher selected |

based on reading level and language development level)

- Answering multiple levels of questions based on the text used in daily lessons both in writing and orally
- Use the academic language of writing taught throughout the unit
- Use format appropriate to task on all written work
- Cloze Activities after the reading selections are completed
- Graphic Organizers completed before actual writing
- Story Maps after the reading selections are completed
- Ongoing conferences with students to provide descriptive feedback to improve their work
- Clearly articulated success criteria
- Use of checklists as content and language are acquired that are aligned with goals of the unit
- Self and Peer Assessment to improve products and increase proficiency toward meeting standards