**TESOL Unit Plan, Lesson Plan 1**

Notre Dame of Maryland University Lesson Plan Template

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| *Candidate Name*  Kimberly Hursh | *Student Grade Level* *Date*  6th 10/18/21 |
| **Subject**  This is a pull-out ESOL class with three students in the 6th grade. One student is bridging, one expanding, and one is developing. The content focus is ELA. | |

**Section One: Value of the Lesson**

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| **Student Focused Instructional/Content Standard** (MD College and Career Ready Standardor similar standard, NextGen Science Standards, MD STEM Standards of Practice, etc.)  *Name of Content Standard*: MD College and Career Ready Standard  *Content Strands:*   * RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   **Student Focused English Language Development Standard** (WIDA English Language Development Standards.)  *Name of Content Standard:* WIDA ELD standards   * ELD-LA 6-8 Inform Interpretive   + Interpret informational texts in language arts by analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors.   + Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through Contrasting connectors to differentiate between entities or components (unlike, as opposed to, however). |
| **Two Different Teacher Focused Professional Standards:** (**TESOL P-12 Professional**, InTASC, or Danielson Framework Components)  *Name of Professional Standard:* **TESOL P-12 Professional Teaching Standard**  *Description of Standard:*  3a: Candidates plan for culturally and linguistically relevant, supportive environments  that promote ELLs’ learning. Candidates design scaffolded instruction of language and  literacies to support standards and curricular objectives for ELLs’ in the content areas.  *Name of Professional Standard*: **InTASC**  *Description of Standard:*  2(c) The teacher designs instruction to build on learners’ prior  knowledge and experiences, allowing learners to accelerate as they  demonstrate their understandings. |
| **Central Focus / Essential Question** *(Overarching, thought provoking statement/question**about**the purpose of the lesson, and how the objective is relevant and related to the real world and supports the students’ English language development within content-based instruction)*  How do people adapt to new situations? |
| ***Content Objective*** *(strong verb + content + by)*  Students will be able to compare their own experience adapting to a new situation with a similar experience described in an information text by writing a short paragraph based on t-chart reading notes. |
| ***English Language Acquisition (ELA) Objective:*** *English needed to support content objective (Strong verb + modality + competency + support)*  Students will be able to draft a short comparison paragraph by using a t-chart and sentence frames or a word bank of comparison signal language. |

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| ***Formative Assessment:*** *How will you assess student understanding DURING the lesson? (Three different strategies)*  * Informal comprehension checks after each page. * Teacher will circulate while students are writing their notes to see if they correspond to the text or photographs. * Teacher will check to see if students can highlight language denoting similarities and difference. * Developing student will create visual representation of similar and different. |
| ***Summative Assessment:*** *How are you measuring what students learned from the lesson (AFTER it was taught) in both content and ELA? How is it graded?*  Students will write at least three sentences in which the state similarities and differences between themselves and the student from the passage. Their score will be based on 1) whether they correctly comprehended and then represented the characteristics of the student from the passage, and 2) whether they correctly utilized comparison language. |

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| **Academic Language Demands** (What language/vocabulary do students need in order to understand, communicate, and/or perform this lesson? What FUNCTION of language are you addressing? What discourse, pragmatic, or metalinguistic competence is related to the lesson?) | | **Academic Language Support** (What supports, including home language, will you provide for students to be successful with the academic language demand?) |
| **Must do:** Vocabulary and Language Function**Choose one (or more) from the following:** GrammaticalDiscoursePragmaticMetalinguistic Competence. | |  |
| **Vocabulary:**  Interview  Adapt  Strange  Situation  Figure out | Caption  Summarize  Compare  Similar  Different | I will have pre-taught this vocabulary the day before. In addition, the text includes definitions at the bottom of the page.  Finally, our process chart will include a visual representation of similar and different. |
| **Language Function:** Inform | | Students will see a mentor text with comparative language.  Students can utilize the process chart’s comparative language. |
| **Grammatical Competence**: *the ability to use correct sentence structures.*  Students must set up comparative sentence structures. | | Students will also have access to sentence frames as needed.  They will also have a mentor text to consult. |
| **Discourse Competence**: *The ability to produce coherent and cohesive written or spoken discourse (e.g., paragraphs or conversations) that conforms to the norms of different genres (e.g., letter, essay, interview).*  Students must summarize an informative interview and then write a comparative analysis paragraph. | | Students will have completed a graphic organizer to help them talk through and write out comparisons between themselves and the interviewee.  The process chart will be a t-chart to emphasize that comparison includes both what is different and what is similar about two or more things.  They will also see a mentor text that compares two subjects, and they will have access to sentence frames as needed. |
| **Pragmatic Competence:**  The ability to use language appropriately in communication based on the context and the relationship between the speaker and listener and the writer and reader | |  |
| **Metalinguistic Competence:**  Knowledge of linguistic/grammatical concepts and functions and the ability to use linguistic terminology to describe or discuss them | |  |

**Section Two: Context for Learning.**

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| **Knowledge of Learners**: Age / functional grade level, students’ prior knowledge, personal/community/cultural & language assets | **Describe specific instructional decisions based on this knowledge:** what evidence do you have of this knowledge and how will you use it to inform instructional decisions, including scaffolding, techniques, including home language. |
| **Age / grade level**:   * 6th grade, at this age, students are beginning to develop their identities and understand who they are. * They are also prone to feeling “on-stage.” | This lesson asks students to think and talk about their personal past experiences and how those are connected to their character traits (adaptability, etc.).  Normally, I would not require students to share their paragraphs with the whole class if they did not want to, but we’re such a small group that partner work doesn’t make sense. |
| **Prior knowledge:**  Two of the students will remember their personal experience moving to a new country and a new school and one will remember visiting family in her native country. They all know what it’s like to learn a new language.  Also, the day before this lesson, I will have introduced the text’s genre (interview) and pre-taught the vocabulary words that appear at the bottom of the text. | I chose this text because these students will be able to relate to it and make comparisons in both the different *and* similar categories.  I will point out that much of the vocabulary is also defined at the bottom of the text, so if they need a refresher, it’s there for them. We will also be reviewing some print words like interview and caption. |
| **Personal Assets:**  All students are resilient and adaptable themselves, having just experienced a year of Covid-19 related upheaval. All are proficient in English oral language and generally willing to participate with some prompting. | Again, I think students will be able to see how they are adaptable just like Tessely. They can talk about moving to a new country. |
| **Community Assets:**  These students also live within resilient communities that have had to adapt to change and know what it’s like to move to a new country. | The day before, we will have talked about how their families and schools adapted to Covid-19. We can connect this reading to a relevant community experience. |
| **Cultural and Language Assets:**  One student is from Central America and speaks and is literate in Spanish. The other two students are from Ethiopia and Tanzania. | I will also ask students to tell me what they know about Puerto Rico and Miami. I know that my developing student just came from NYC and might have prior knowledge about Puerto Rico, which might help her feel knowledgeable and encourage her to participate.  All students are bilingual, and this text addresses bilingualism. |

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| **pecific Individual or Small Group Needs:**  Provide student descriptive information  (If no students in your room fit the category, write N/A) | **Name and describe specific instructional strategies you will incorporate to reach these small group / individual needs?** What strengths do your students have and how will you build on those strengths to overcome their challenges? How will you differentiate content / product / process / environment to meet these needs (including *justification* for supports)? How will you address potential preconceptions or partial understandings and common errors? |
| IEP/504 | N/A |
| *Behavioral/social concerns*  The bridging student sometimes begins the class by complaining that he doesn’t need ESOL, but usually by the end of class he’s gotten into the lesson. | My goal is to make the class interesting and an opportunity for ESOL students to talk about and explore topics that are relevant to them and that they don’t get to discuss in their middle school core classes. Since they are actively participating, they are discovering that the 50 minutes go by quickly. |
| *Students functioning below average level of ELL class*  Because of Covid restrictions, students cannot be grouped by WIDA levels but only by grade, so there are wide-ranging levels in this class. One student is a relative newcomer with strong BICS but hesitates to participate in academic conversations. | I will supply this student with sentence frames for making comparison statements, and I will help correct the paragraph syntax before the students share out so that she feels more comfortable.  I will also reinforce this learning by helping her make her own anchor chart with visuals in her journal. |
| *GT and/or students functioning above average level of ELL class*  One student will likely test out in the next year. | This student will have only the anchor chart of comparison words, and he can work on the enrichment activity if he finishes early. |

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| **Equity Needs:** turn taking, calling on all students, access to materials, etc. | **Implications for this lesson:** What will you do specifically to address these needs? |
| Equity Needs  One student tends to dominate the conversation. One student doesn’t like to participate in academic conversations because her CALP is still developing. | Before I ask a question, I will call a name to give each student a chance to answer.  I will call on the student developing CALP last so she can hear other students model an answer. Or I will call on her when she’s had a chance to talk through or write down her answers in a lower-stakes manner. |

**Section Three: Instructional Procedures**

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| **Instructional Materials:** Include quantities and sources (references, if appropriate, and whether materials are provided by student or teacher) Textbooks, 3.  Mentor text, 4 copies.  Anchor chart paper and markers.  Student journals and pencils.  Loose leaf paper for each student  Highlighters, yellow and green.  Prepared sentence frame sheets.  Document camera for mentor text highlighter activity. | | |
| **Technology Integration** (Describe how technology will be used) | | |
| What technology will be used?  Projector | Who is using it?  The teacher. | Why is it appropriate?  Students will be able to see the teacher model highlighting the correct language. |
| **Management Considerations** (How will you manage transitions, materials, and behavior?) | | |
| *Transitions*  Agenda will be written on the board and referred to throughout the lesson so that students know what’s coming next.  Students will have a moment to get up and stretch/put textbooks back on the self after reading the interview. | | |
| *Materials*  Materials will be stacked by the teacher in the order that we will use them and then returned to the shelf by students as they finish up.  Mentor text will be placed under document camera. Teacher computer will be connected to projector and document camera.  Students will place their work in their folders at the end of the class. | | |
| *Behavior Management (individuals as well as groups of students)*  One student tends to dominate the conversation. Before I ask a question, I will call a name to give that student a chance to answer.  One student doesn’t like to participate in academic conversations. I will call on her last so she can hear other students model an answer. I will also make sure to call on her first when I think she has unique content knowledge that she could share with us. | | |

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| Instructional Sequence | Approx. Time | Procedure |
| **Planned Beginning:** How will you engage students (including activation of prior knowledge)? | 5 min | * T led discussion*: Tell me, how did you have to adapt when you came to this country? How do you have to adapt when you go back for a visit? How do you change? What was difficult? What felt strange? What did you have to figure out?* * Introduce the interview with immigrant and student Tessely. * Ask students to make a prediction based on their own experience adapting to a new country. T: *What kinds of questions do you think Tessely’s teacher will ask her?* |
| **Development of New Learning** (Clearly explain instructional activities in sequence and how they are connected or scaffolded.) | 35 min | * Ask a volunteer to read the lesson objective. * Teacher will lead quick review of new vocab students learned the day before in preparation for reading this text. * Introduce the t-chart for notes, w/key characteristics about Tessely on one side and key characteristics about themselves on the other. Review how to use a t-chart to take *brief* notes. * Preview text by finding Miami and Puerto Rico on the small map and by talking about the photographs and captions.   + T: *What does this photo tell us about Tessely? Point to the caption*. Student volunteer to read caption. *Captions add to our understanding of a photo.*   + T: *What do they know about the languages and cultures of these two places. Look at the distance between these places on the map. Do you think the two cultures will be very different? Why? Why not?* * Ask students to switch off reading Mr. Sosa and Tessely’s parts out loud. * Comprehension checks after each page:   + How did Tessely adapt to her new situation, to her new experiences?   + What are some of the things about Puerto Rico that Tessely missed?   + What did she find strange about her new situation? * After each page, students will write two things about Tessely based on the photos and text. * After finishing the reading, students will write brief notes about themselves that correspond to what they wrote about Tessely.   + Teacher models a few examples. * Teacher introduces and students read together short mentor text comparing themselves with Tessely.   + Students highlight language that shows difference in green, language that shows similarities in pink as teacher lists that language on a t-chart anchor chart w/a visual representation of same (three apples) and different (assorted fruit). * Finally, students will write their paragraphs utilizing their various language supports and the t-chart. Teacher will supply the thesis statement: Tessely and I are different in some ways, and similar in others. |
| **Enrichment**  What will you have prepared to add depth or breadth to lesson for those who need/want more or are done early? | 5 min | * Students will *generalize* from the Tessely list and their list some probable comparisons between immigrants from their native country and immigrants from Puerto Rico. |
| **Remediation**  How will you reteach students who are struggling? |  | * After using the sentence frames to make comparisons between Tessely and her list, I will ask the student to make her own t-chart and visual representation of similar and different in her journal and glue in the sentence frame sheet. |
| **Planned Ending or Closure:**  Learner- centered summary of content related to lesson objective. | 5 min | * Students share out their paragraphs with one another. * After one student shares, the next student says one thing they remember from what their classmate read. |

**Section Four: Analysis and Reflection**

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| **Reflection: Please complete this section AFTER you have delivered the lesson to students**  (address a minimum of three of the following questions) | |
| *What is working? What is not? For whom? Why?* |  |
| *What changes would you make to your instructional procedure that would improve student learning?* |  |
| *How effective were your assessment tools in helping you monitor student progress? (Both during learning and at the end of learning)? What modifications would you make to help students better demonstrate their learning?* |  |
| *How did the feedback you gave your students help address their needs in relation to the instructional objectives?*  *How did I elicit student responses that encouraged English language development? (e.g. “say more,” “give an example” or “build on what student A said.”* |  |
| *Analyze your biggest challenge during this lesson. What did you learn through it? How does that impact your future decision-making?* |  |
| *Based on the results of this lesson, what are your next steps?* |  |
| *How can this process of reflection during and after a lesson improve your teaching and instructional practices?* |  |

**Lesson Plan 2**

Notre Dame of Maryland University Lesson Plan Template

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| *Candidate Name*  Kimberly Hursh | *Student Grade Level* *Date*  6th 11/5/21 |
| **Subject**  This is a pull-out ESOL class with three students in the 6th grade. One student is bridging, one expanding, and one is developing. The content focus is ELA, literature. | |

**Section One: Value of the Lesson**

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| **Student Focused Instructional/Content Standard** (MD College and Career Ready Standardor similar standard, NextGen Science Standards, MD STEM Standards of Practice, etc.)  *Name of Content Standard*: MD College and Career Ready Standard  *Content Strands:*  RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  **Student Focused English Language Development Standard** (WIDA English Language Development Standards.)  *Name of Content Standard:* WIDA ELD standards  ELD-LA 6-8 Narrate Interpretive.  Interpret language arts narratives by identifying a theme or central idea that develops over the course of a text, and by analyzing how character attributes and actions develop in relation to events or dialogue.  ELD-LA 6-8 Inform Expressive.  Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through contrasting connectors to differentiate between entities or components (unlike, as opposed to, however). |
| **Two Different Teacher Focused Professional Standards:** (**TESOL P-12 Professional**, InTASC, or Danielson Framework Components)  *Name of Professional Standard:* **TESOL P-12 Professional Teaching Standard**  *Description of Standard:*  3a: Candidates plan for culturally and linguistically relevant, supportive environments  that promote ELLs’ learning. Candidates design scaffolded instruction of language and  literacies to support standards and curricular objectives for ELLs’ in the content areas.  *Name of Professional Standard*: **InTASC**  *Description of Standard:*  2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. |
| **Central Focus / Essential Question** *(Overarching, thought provoking statement/question**about**the purpose of the lesson, and how the objective is relevant and related to the real world and supports the students’ English language development within content-based instruction)*  How do people struggle when adapting to new situations? |
| ***Content Objective*** *(strong verb + content + by)*  Students will be able to narrate their experience of culture shock by analyzing and then emulating the contrasting word choice of a literary mentor text. |
| ***English Language Acquisition (ELA) Objective:*** *English needed to support content objective (Strong verb + modality + competency + support)*  Students will be able to write a contrast sentence with descriptive word choice and comparison language by using a t-chart, dictionary, and sentence frames or a word bank of comparison language. |

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| ***Formative Assessment:*** *How will you assess student understanding DURING the lesson? (Three different strategies)*  * Warm-up activity to check understanding of comparative sentence structure. * Informal comprehension checks after each page. * Teacher will check comprehension while students are completing T-Chart of U.S. v. India. * Teacher will also check students’ personal t-charts to see if they’re using contrasting, descriptive word choice. |
| ***Summative Assessment:*** *How are you measuring what students learned from the lesson (AFTER it was taught) in both content and ELA? How is it graded?*  Students will write at least three sentences in which they describe the differences between two places. Their score will be based on whether they correctly utilized comparison language and contrasting word choice and if they described differences that they found difficult to adjust to. |

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| **Academic Language Demands** (What language/vocabulary do students need in order to understand, communicate, and/or perform this lesson? What FUNCTION of language are you addressing? What discourse, pragmatic, or metalinguistic competence is related to the lesson?) | | **Academic Language Support** (What supports, including home language, will you provide for students to be successful with the academic language demand?) |
| **Must do:** Vocabulary and Language Function**Choose one (or more) from the following:** GrammaticalDiscoursePragmaticMetalinguistic Competence. | |  |
| **Vocabulary:**  From scratch  Traditional  Adjusted Prepackaged  Reluctantly | Fluorescent  Marketplace  Bangles  Contrast | Except for implied contrast, I will pre-teach this vocabulary with examples and visuals before we read the text.  In addition, the text includes definitions at the bottom of the page and in text on Common Lit.  Finally, the anchor chart is available with the comparison language.  Students also have access to dictionaries and Banish Boring Words binders to help them choose interesting words. |
| **Language Function:** Narrate. | | Students will see a mentor text that narrates using a comparative structure and contrasting word choice.  Students can utilize the anchor chart’s comparative language. |
| **Grammatical Competence**: *the ability to use correct sentence structures.*  Students must set up comparative sentence structures. | | Students will have access the anchor chart.  They will also have access to sentence frames as needed.  They will also have a mentor text to consult. |
| **Discourse Competence**: *The ability to produce coherent and cohesive written or spoken discourse (e.g., paragraphs or conversations) that conforms to the norms of different genres (e.g., letter, essay, interview).*  Students must write paragraphs that demonstrate contrast through structure, word choice, and comparative language. | | Students will have completed a graphic organizer to help them think through the contrasting vocabulary the author uses.  The anchor chart will be a t-chart to emphasize that comparison includes both what is different and what is similar about two or more things.  They will also see a mentor text that compares two subjects, and they will have access to sentence frames as needed. |
| **Pragmatic Competence:** The ability to use language appropriately in communication based on the context and the relationship between the speaker and listener and the writer and reader | |  |
| **Metalinguistic Competence:** Knowledge of linguistic/grammatical concepts and functions and the ability to use linguistic terminology to describe or discuss them | |  |

**Section Two: Context for Learning.**

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| **Knowledge of Learners**: Age / functional grade level, students’ prior knowledge, personal/community/cultural & language assets | **Describe specific instructional decisions based on this knowledge:** what evidence do you have of this knowledge and how will you use it to inform instructional decisions, including scaffolding, techniques, including home language. |
| **Age / grade level**:   * 6th grade, at this age, students are beginning to develop their identities and understand who they are. * They are also prone to feeling “on-stage.” | This lesson asks students to think, talk, and write about their personal past experiences, building toward a final assignment that asks them to think about how they grew and changed after an experience.  Normally, I would not require students to share their sentences with the whole class if they did not want to, but we’re such a small group that partner work doesn’t make sense. |
| **Prior knowledge:**  Two of the students will remember their personal experience moving to a new country and a new school and one will remember visiting family in her native country. They all know what it’s like to navigate two languages.  We have been working on improving the quality of students’ adjectives in their writing, so they are used to being asked to choose a “better” word, better defined by variety, precision, and intensity. | I chose this text because these students will be able to relate to it. I know all three students have experienced dislocation, though in the case of the expanding student, her experience is the reverse. She spends summers in Ethiopia. Both of the students from East Africa have grown up as simultaneous bilinguals, just like Priya.  The Common Lit version of this text allows students to define some words within the text, and for developing student, to translate blocks of text.  Students will continue to use Banish Boring Words to create contrasts with interesting adjectives. |
| **Personal Assets:**  All are proficient in English oral language and generally willing to participate with some prompting.  These students have experience profound change like Priya and have experienced how adapting and adjusting takes some time. | I think students will be able to relate to Priya as much as they did to Tessely, if not more. Priya experiences greater culture shock than Tessely, so this text allows students to explore that aspect of their experience as well. |
| **Community Assets:**  These students also live within resilient communities that have had to adapt to change and know what it’s like to move to a new country. | These students may recognize their own parents in the figure of Priya’s mother, who is shown to be adaptable and caring. |
| **Cultural and Language Assets:**  One student is from Central America and speaks and is literate in Spanish. The other two students are from Ethiopia and Tanzania. | All students are bilingual, and this text addresses bilingualism.  Spanish speaking student can leverage her Spanish to understand the text better through the Common Lit text. |

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| **Specific Individual or Small Group Needs:**  Provide student descriptive information  (If no students in your room fit the category, write N/A) | **Name and describe specific instructional strategies you will incorporate to reach these small group / individual needs?** What strengths do your students have and how will you build on those strengths to overcome their challenges? How will you differentiate content / product / process / environment to meet these needs (including *justification* for supports)? How will you address potential preconceptions or partial understandings and common errors? |
| IEP/504 | N/A |
| *Behavioral/social concerns*  The bridging student sometimes begins the class by complaining that he doesn’t need ESOL, but usually by the end of class he’s gotten into the lesson. | My goal is to make the class interesting and an opportunity for ESOL students to talk about and explore topics that are relevant to them and that they don’t get to discuss in their middle school core classes. Since they are actively participating, they are discovering that the 50 minutes go by quickly. |
| *Students functioning below average level of ELL class*  Because of Covid restrictions, students cannot be grouped by WIDA levels but only by grade, so there are wide-ranging levels in this class. One student is a relative newcomer with strong BICS but hesitates to participate in academic conversations. This student has strong L1 literacy and would benefit from translanguaging supports. | * Developing student will receive one sentence to unscramble at a time, and she will work in partners with teacher for additional support. * Student may use the translator function of Common Lit. to support her understanding while completing the initial T-chart. * Student may use an online dictionary for drafting. * Student will receive sentence frames to help with drafting. |
| *GT and/or students functioning above average level of ELL class*  One student will likely test out in the next year. | * For sentence scramble, bridging and expanding student will both receive two sentence scrambles at a time. Expanding student will also receive a sentence with new comparison language, which we will add to the chart. * Bridging student is expected to be able to complete T-chart by themselves. |

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| **Equity Needs:** turn taking, calling on all students, access to materials, etc. | **Implications for this lesson:** What will you do specifically to address these needs? |
| Equity Needs  One student tends to dominate the conversation. One student doesn’t like to participate in academic conversations because her CALP is still developing but will answer questions that feel personal or relevant to her. | Before I ask a question, I will call a name to give each student a chance to answer.  I will call on the student developing CALP last so she can hear other students model an answer. Or I will call on her when she’s had a chance to talk through or write down her answers in a lower-stakes manner. I will also be sure to invite her to share when we share about our places. |

**Section Three: Instructional Procedures**

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| **Instructional Materials:** Include quantities and sources (references, if appropriate, and whether materials are provided by student or teacher) Sentence strip scrambles in envelopes (not laminated).  ["From Scratch" by Susie Castellano, 2006. Lexile 950.](file:///C:\Users\psilver\Downloads\Writing%20in%20social%20studies%20MD%20standards.pdf) Into Reading student workbooks provided for images.  Developing student’s computer, which they always bring.  Additional images of India ready to show on projector: bindi, Dwali, marketplace. And to Google marketplaces in Honduras, Ethiopia, and Tanzania.  4 printed copies of contrast sentences in paragraph 7, first half of 8, and first half of paragraph 12.  4 T-chart graphic organizer of India v. U.S.  Document camera and projector.  4 sentence frame printout  Banish Boring Words binder. | | |
| **Technology Integration** (Describe how technology will be used) | | |
| What technology will be used?  Projector  Computer and website Common Lit. | Who is using it?  The teacher.  Developing student. | Why is it appropriate?  Students will be able to see the teacher annotate, draw attention to language, and also Indian cultural images to support background knowledge development.  Student can use Common Lit translate feature to leverage L1. |
| **Management Considerations** (How will you manage transitions, materials, and behavior?) | | |
| *Transitions*  Agenda will be written on the board and referred to throughout the lesson so that students know what’s coming next.  Students will have a moment to get up and stretch after reading the text and before doing the deep dive. | | |
| *Materials*  Materials will be stacked by the teacher in the order that we will use them and then returned to the shelf by students as they finish up.  Anchor chart is close by and accessible so that students can refer to it.  Students will place their work in their folders at the end of the class. | | |
| *Behavior Management (individuals as well as groups of students)*  One student tends to dominate the conversation. Before I ask a question, I will call a name to give that student a chance to answer.  I have also recently had a one-on-one conversation with this student to encourage him to be more thoughtful about allowing his classmates to answer first. I found out that he didn’t understand that he needed to test out of ESOL, so he has been trying to show that he’s “smart” so he can test out and go to PE instead. I brought my mentor teacher into that conversation to help out with that one!  One student doesn’t like to participate in academic conversations. I will call on her last so she can hear other students model an answer. I will also make sure to call on her first when I think she has unique content knowledge that she could share with us. | | |

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| Instructional Sequence | Approx. Time | Procedure |
| **Planned Beginning:** How will you engage students (including activation of prior knowledge)? | 7 min | * Warm-up: In pairs, reassemble sentences from yesterday’s mentor text and your classmates’ sentences by putting the clauses in order and choosing the correct contrast word. * Teacher reviews the placement of signal words in the sentences as needed. * Teacher bridges lessons: Who can tell me what we did yesterday? Yes, you compared yourselves to Tessely. You talked about how you, a person, are similar and different from another person. Today, we’re going to learn more language for making comparisons between two places or two things. So, person, place, or thing, what does that remind you of? Yes, nouns. We use comparative language to compare two nouns or subjects. |
| **Development of New Learning** (Clearly explain instructional activities in sequence and how they are connected or scaffolded.) | 15 min  for intro;  10 min for reading;  15 min for contrast and t-chart;  10 min brain-storm  and drafting. | * Ask a volunteer to read the lesson objectives and briefly mention what the summative assessment will be. * Introduce the new text.   + Make predictions based on the images. What are some of the places we might read about?   + Teacher introduces some of the Hindu vocab by referring to images. Shows additional pictures of Dwali celebration, Indians marketplace. Invites students to talk about their experience of marketplaces in students’ countries.   + Based on the pictures, how does Priya feel to be in this new place?   + Can you think of a time you moved to or went to a new place? How did you feel? What was the biggest difference between the two places?   + Pre-teach vocab: talk about each word and solicit examples from students of how we could use the word in a sentence. * Students take turns reading first 13 paragraphs of the story.   + Teacher asks comprehension questions every two paragraphs.   + Teacher asks students to define “traditional” and the two slightly different usages of “adjusts” while reading for the first time. * Deep dive on contrasts.   + Hand out printed copies of contrast sentences in paragraph 7, first half of 8, and first half of paragraph 12.   + Teacher adds contrast to the anchor chart next to difference. What is the narrator contrasting in this section? Student responses might include moms in the US vs. India, food in US vs. India, etc.   + Study the paragraph about Priya’s mother. Add “not like” to anchor chart.   + Study the paragraph about food. Where is the contrast word? It’s not there! This is because the contrast is made by the descriptive word choice. We don’t always need a signal word to show that two things are different. Sometimes, descriptive, contrasting word choice signals, tells us the author is talking about how two things are different.     - Teacher offers two appropriate examples using students.   + Hand out t-chart graphic organizers: India v. U.S. Each student will be responsible for one of the paragraphs and then report out to others who will record their classmates’ answers.     - Teacher models on document camera: Subject of the contrast: supermarkets in US. Description: quiet. Evidence: Can hear the cartwheels squeak. Right side, supermarkets in India. Loud. Evidence: chattering people.   + Come back together. Share out some of the contrasting word choice you noted. Teacher also fills in on document camera as students report out.   + Student journals, create your own T-Chart. T: Think of the place that you talked about at the beginning of class. I want you make a T-Chart contrasting at least three things about those two cultures, two places. You can choose to write about differences in the food or in the shops, like Priya does, or in some other part of the culture.   + Then, write one sentence in which you use contrasting language and contrasting word choice. |
| **Enrichment**  What will you have prepared to add depth or breadth to lesson for those who need/want more or are done early? |  | * If these students finish their personal comparative sentences early, I will encourage them to emulate the types of sensory adjectives our mentor author uses by referring to our Banish Boring Words classroom resource, which include lists by language categorized by the five senses. |
| **Remediation**  How will you reteach students who are struggling? |  | * If the developing student or expanding student are struggling to fill in their t-chart, teacher will model again on the left side of the organizer, allowing students to fill in the right side to complete the contrast. * Teacher will work with developing student on revising her sentences before sharing out with other students. |
| **Planned Ending or Closure:**  Learner- centered summary of content related to lesson objective. | 3 min | * Students share out their sentence with one another. |

**Section Four: Analysis and Reflection**

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| **Reflection: Please complete this section AFTER you have delivered the lesson to students**  (address a minimum of three of the following questions) | |
| *What is working? What is not? For whom? Why?* |  |
| *What changes would you make to your instructional procedure that would improve student learning?* |  |
| *How effective were your assessment tools in helping you monitor student progress? (Both during learning and at the end of learning)? What modifications would you make to help students better demonstrate their learning?* |  |
| *How did the feedback you gave your students help address their needs in relation to the instructional objectives?*  *How did I elicit student responses that encouraged English language development? (e.g. “say more,” “give an example” or “build on what student A said.”* |  |
| *Analyze your biggest challenge during this lesson. What did you learn through it? How does that impact your future decision-making?* |  |
| *Based on the results of this lesson, what are your next steps?* |  |
| *How can this process of reflection during and after a lesson improve your teaching and instructional practices?* |  |

**Lesson Plan 3**

Notre Dame of Maryland University Lesson Plan Template

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| *Candidate Name*  Kimberly Hursh | *Student Grade Level* *Date*  6th 11/18/21 |
| **Subject**  This is a pull-out ESOL class with three students in the 6th grade. One student is WIDA level bridging, one expanding, and one is developing. The content focus is ELA, literature. | |

**Section One: Value of the Lesson**

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| **Student Focused Instructional/Content Standard** (MD College and Career Ready Standardor similar standard, NextGen Science Standards, MD STEM Standards of Practice, etc.)  *Name of Content Standard*: MD College and Career Ready Standard  *Content Strands:*  RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  **Student Focused English Language Development Standard** (WIDA English Language Development Standards.)  *Name of Content Standard:* WIDA ELD standards  ELD-LA 6-8 Narrate Interpretive.  Interpret language arts narratives by identifying a theme or central idea that develops over the course of a text, and by analyzing how character attributes and actions develop in relation to events or dialogue.  ELD-LA 6-8 Inform Expressive.  Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through contrasting connectors to differentiate between entities or components (unlike, as opposed to, however). |
| **Two Different Teacher Focused Professional Standards:** (**TESOL P-12 Professional**, InTASC, or Danielson Framework Components)  *Name of Professional Standard:* **TESOL P-12 Professional Teaching Standard**  *Description of Standard:*  3a: Candidates plan for culturally and linguistically relevant, supportive environments  that promote ELLs’ learning. Candidates design scaffolded instruction of language and  literacies to support standards and curricular objectives for ELLs’ in the content areas.  *Name of Professional Standard*: **InTASC**  *Description of Standard:*  2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. |
| **Central Focus / Essential Question** *(Overarching, thought provoking statement/question**about**the purpose of the lesson, and how the objective is relevant and related to the real world and supports the students’ English language development within content-based instruction)*  How do people struggle when adapting to new situations? |
| ***Content Objective*** *(strong verb + content + by)*  Students will be able to describe their experience of adapting to a new culture by analyzing and then emulating the “turning point” structure of a literary mentor text. |
| ***English Language Acquisition (ELA) Objective:*** *English needed to support content objective (Strong verb + modality + competency + support)*  Students will be able to write a before and after contrast sentence by using a turning point graphic organizer, dictionary, and sentence frames or a word bank of comparison language. |

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| ***Formative Assessment:*** *How will you assess student understanding DURING the lesson? (Three different strategies)*  * Comprehension checks after each page. Can students point to evidence in text when answering comprehension check questions? * Comprehension checks while students are helping to fill in the model sentence frames. * Teacher will also check students’ personal turning points organizer to see if they’re describing a before and after contrast. |
| ***Summative Assessment:*** *How are you measuring what students learned from the lesson (AFTER it was taught) in both content and ELA? How is it graded?*  Students will write at least one sentence in which they describe a turning point and a before and after. Their score will be based on whether they correctly utilized comparison language and contrasting word choice and if they described differences that they found difficult to adjust to. |

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| **Academic Language Demands** (What language/vocabulary do students need in order to understand, communicate, and/or perform this lesson? What FUNCTION of language are you addressing? What discourse, pragmatic, or metalinguistic competence is related to the lesson?) | | **Academic Language Support** (What supports, including home language, will you provide for students to be successful with the academic language demand?) |
| **Must do:** Vocabulary and Language Function**Choose one (or more) from the following:** GrammaticalDiscoursePragmaticMetalinguistic Competence. | |  |
| **Vocabulary:**  Adjust  Draw attention  Fit in  Assume  Have in common  Turning point |  | Except for “turning point,” I will pre-teach this vocabulary with examples and visuals before we read the text. Turning point I will demonstrate with a “story line” visual.  In addition, the text includes definitions at the bottom of the page and in text on Common Lit.  The anchor chart is available with the comparison language.  Students also have access to dictionaries and Common Lit. |
| **Language Function:** Narrate. | | Students will see a mentor text that narrates a turning point and a before and after.  Students can utilize the anchor chart’s comparative language and the sentence frames to write their sentences. Students will also have brainstormed content for their narration in the warm-up. |
| **Grammatical Competence**: *the ability to use correct sentence structures.*  Students must set up comparative before and after sentence structures. | | Students will have access to the anchor chart.  They will also have access to sentence frames as needed.  They will also have a mentor text to consult. |
| **Discourse Competence**: *The ability to produce coherent and cohesive written or spoken discourse (e.g., paragraphs or conversations) that conforms to the norms of different genres (e.g., letter, essay, interview).*  Students must write sentences that narrates their own story of a turning point in how they felt about adapting to a new place. | | Students will complete a graphic organizer to help them think through the content of their turning point story.  The anchor chart will be a t-chart to emphasize that comparison includes both what is different and what is similar about two or more things.  They will also see a mentor text that has a turning point structure.  They will also have access to sentence frames as needed. |
| **Pragmatic Competence:** The ability to use language appropriately in communication based on the context and the relationship between the speaker and listener and the writer and reader | |  |
| **Metalinguistic Competence:** Knowledge of linguistic/grammatical concepts and functions and the ability to use linguistic terminology to describe or discuss them | |  |

**Section Two: Context for Learning.**

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| **Knowledge of Learners**: Age / functional grade level, students’ prior knowledge, personal/community/cultural & language assets | **Describe specific instructional decisions based on this knowledge:** what evidence do you have of this knowledge and how will you use it to inform instructional decisions, including scaffolding, techniques, including home language. |
| **Age / grade level**:   * 6th grade, at this age, students are beginning to develop their identities and understand who they are. * They are also prone to feeling “on-stage,” like everyone is noticing them. | This lesson asks students to think, talk, and write about their personal past experiences, building toward a final written assignment that asks them to think about how they grew and changed after an experience.  This lesson also asks students to reflect on how it feels to stand out or not fit in. Giving them language to talk about their feelings might be helpful developmentally. |
| **Prior knowledge:**  Two of the students will remember their personal experience moving to a new country and a new school and one will remember visiting family in her native country. They all know what it’s like to navigate two languages.  In previous units, students have narrated a personal story using sequence signal words. At this point in the unit, students have also learned how to use contrast signal words and to use descriptive word choice to create a contrast. They will need to be able to use descriptive word choice to contrast before and after. | I chose this text because these students will be able to relate to it. I know all three students have experienced dislocation, though in the case of the expanding student, her experience is the reverse. She spends summers in Ethiopia. Both of the students from East Africa have grown up as simultaneous bilinguals, just like Priya.  I know that the developing student has had a particularly difficult time making friends, to the point where she’s reported being bullied. This might be an opportunity for her to process some of those emotions. |
| **Personal Assets:**  All are proficient in English oral language and generally willing to participate with some prompting.  These students have experience profound change like Priya and have experienced how adapting and adjusting takes some time. Having gotten to know these students, I already know a bit about what has helped these students adjust. | I think students will be able to relate to Priya as much as they did to Tessely, if not more. Priya experiences greater culture shock than Tessely, so this text allows students to explore that aspect of their experience as well.  If students are having difficulty brainstorming their turning point, I can use the information I know about them as a prompt. |
| **Community Assets:**  These students also live within resilient communities that have had to adapt to change and know what it’s like to move to a new country. | These students may recognize their own parents in the figure of Priya’s mother, who is shown to be adaptable and caring. |
| **Cultural and Language Assets:**  One student is from Central America and speaks and is literate in Spanish. The other two students are from Ethiopia and Tanzania. | All students are bilingual, and this text addresses bilingualism.  Spanish speaking student can leverage her Spanish to understand the text better through the Common Lit text.  Spanish speaking student may also do her brainstorming in Spanish on paper or orally to me. |

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| **Specific Individual or Small Group Needs:**  Provide student descriptive information  (If no students in your room fit the category, write N/A) | **Name and describe specific instructional strategies you will incorporate to reach these small group / individual needs?** What strengths do your students have and how will you build on those strengths to overcome their challenges? How will you differentiate content / product / process / environment to meet these needs (including *justification* for supports)? How will you address potential preconceptions or partial understandings and common errors? |
| IEP/504 | N/A |
| *Behavioral/social concerns*  The bridging student sometimes begins the class by complaining that he doesn’t need ESOL, but usually by the end of class he’s gotten into the lesson. | My goal is to make the class interesting and an opportunity for ESOL students to talk about and explore topics that are relevant to them and that they don’t get to discuss in their middle school core classes. Since they are actively participating, they are discovering that the minutes go by quickly. |
| *Students functioning below average level of ELL class*  Because of Covid restrictions, students cannot be grouped by WIDA levels but only by grade, so there are wide-ranging levels in this class. One student is a relative newcomer with strong BICS but hesitates to participate in academic conversations. This student has strong L1 literacy and would benefit from translanguaging supports. | * Developing student may use the translator function of Common Lit. to support her understanding while completing the initial T-chart. * This student is also only required to write one sentence to demonstrate her understanding. * This student may also use an online Spanish-English dictionary. |
| *GT and/or students functioning above average level of ELL class*  One student will likely test out in the next year. | * These students should write at least two sentences. On the first, they may use a sentence frame, but on the second, I am interested in seeing how well they can construct this kind of sentence on their own, without the support of a sentence frame. |

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| **Equity Needs:** turn taking, calling on all students, access to materials, etc. | **Implications for this lesson:** What will you do specifically to address these needs? |
| Equity Needs  One student tends to dominate the conversation. One student doesn’t like to participate in academic conversations because her CALP is still developing but will answer questions that feel personal or relevant to her. | Before I ask a question, I will call a name to give each student a chance to answer.  I will call on the student developing CALP last so she can hear other students model an answer. Or I will call on her when she’s had a chance to talk through or write down her answers in a lower-stakes manner. I will also be sure to invite her to share when we share about our places. |

**Section Three: Instructional Procedures**

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| **Instructional Materials:** Include quantities and sources (references, if appropriate, and whether materials are provided by student or teacher) ["From Scratch" by Susie Castellano, 2006. Lexile 950.](file:///C:\Users\psilver\Downloads\Writing%20in%20social%20studies%20MD%20standards.pdf) Into Reading student workbooks provided for images.  Developing student’s computer, which they always bring.  Additional images of India ready to show on projector: sari, salwar suit, Braham, gulab jamun.  Printed copies of model sentence frames and turning point brainstorming graphic organizer w/ Before/after sentence frames.  Students’ journals.  Document camera and projector.  Banish Boring Words binder. | | |
| **Technology Integration** (Describe how technology will be used) | | |
| What technology will be used?  Projector  Computer and website Common Lit. | Who is using it?  The teacher.  Developing student. | Why is it appropriate?  Students will be able to see the teacher annotate, draw attention to language, and also Indian cultural images to support background knowledge development.  Student can use Common Lit translate feature to leverage L1. |
| **Management Considerations** (How will you manage transitions, materials, and behavior?) | | |
| *Transitions*  Agenda will be written on the board and referred to throughout the lesson so that students know what’s coming next.  Students will have a moment to get up and stretch after reading the text and before doing the turning point deep dive. | | |
| *Materials*  Materials will be stacked by the teacher in the order that we will use them and then returned to the shelf by students as they finish up.  Anchor chart is close by and accessible so that students can refer to it.  Students will glue their sentence frames into their journals before we complete them. | | |
| *Behavior Management (individuals as well as groups of students)*  One student tends to dominate the conversation. Before I ask a question, I will call a name to give every student a chance to answer.  One student doesn’t like to participate in academic conversations. I will call on her last so she can hear other students model an answer. I will also make sure to call on her first when I think she has unique content knowledge that she could share with us.  I will give students the chance to get up and move around by having them write on the board. | | |

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| Instructional Sequence | Approx. Time | Procedure |
| **Planned Beginning:** How will you engage students (including activation of prior knowledge)? | 10 min | * Teacher: What’s something that you remember from the story we read yesterday? Students might answer something about the fact that Priya’s family are immigrants, that they’re from India, etc., the ways in which India is different from the United States. * Today, we’re going to read about how Priya feels different from her classmates. Remember yesterday we talked about experiencing a new place? How did you feel different when you first arrived in your new place? (Students might say, strange, nervous, or fine). Did you feel different from the other students or your cousins? What did that feel like? * What made you feel better? More comfortable? (This is a difficult question. They may or may not be able to say. They’ll have more time to think later.) |
| **Development of New Learning** (Clearly explain instructional activities in sequence and how they are connected or scaffolded.) | 5 for vocab,  15 to read,  10 for  sentences,  10 for brainstorm w/graphic organizer and writing their own sentence | * Reintroduce/introduce some new vocab with examples. Add “have in common” to the similarity side of our comparison anchor chart. * Introduce some of the cultural words and images that they might not be familiar with. * Students take turns reading paragraphs out loud. * During the reading, teacher asks comprehension questions:   + Why does Priya think she does not “fit anywhere”?   + How does Priya feel about sharing Indian food with her class? Do you understand why she might feel that way? Explain.   + Why does Priya feel ashamed?   + What do Priya and Lindsay have in common? For this last question, the teacher prompts students to refer to the similar signal words from the anchor charts to build their answers. The teacher also points out the “like” in the sentence “bilingual, like you.”   + Why was Priya surprised that Lindsay is Muslim? Student answers might be because she looked white or because she speaks English well. Teacher talk: This is a good example of why we shouldn’t make guesses about people based on what they look like. * At end of story, teacher draws a line on the board: Let’s put this story in order. How does Priya feel at the beginning of the story? Students might say, Priya feels different, lonely, misses her home. (Teacher has students write these on board at beginning of line.) Then what happened to change that? She finds out Lindsay is also lonely, they have something in common. Yes, this changes things! This is what we call a **turning point**. (Teacher writes on board in middle of line). Something happens that changes the main character’s feelings. How did Priya feel after she learned that they had some things in common? (Student adds the board). * We can compare how Priya feels before her turning point to how she feels after. For example, (projects onto board), “**Before** Priya found out that Lindsay and she had something in common, she felt like she was different from everyone else. **Afterwards**, she felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. What can we say? (Developing student answers, can use the story line for helps). * Let’s try another one. **Until** she found out that Lindsay was also an immigrant, Priya did not want to bring Indian food to her classroom. **Once** she found out, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. What can we say? (They might say, she wanted to bring Indian food.) Let’s be more detailed, what does the text say? (She decided to bring more food for her. * One more, “Priya **used to** feel like Lindsay thought she was weird. **Now**, she \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Wants to be her friend). Yes, how do we know? What does the text say? * Teacher asks, in these sentences, what words signal/tell us that we’re talking about what happened before the turning point? What words signal that we’re talking about what happened after? (Students take turns answering, go up and underline the word). * (Teacher hands out story line graphic organizer with sentence frames). Remember, we talked about experiencing a new place and feeling different. Now, I want you to write your own sentences about the turning point, the moment when you started to feel better, more comfortable.   + If students are stuck in the brainstorming portion: Maybe you met a new friend, like Priya. Or you got to know your cousins better. Maybe you joined a sports team. Maybe you started to understand more English. Or you found a teacher who made you feel more comfortable. * Then, choose one of the sentence frames and write one sentence comparing how you felt before your turning point to how you felt after. |
| **Enrichment**  What will you have prepared to add depth or breadth to lesson for those who need/want more or are done early? |  | * Students who finish early should use a different sentence frame to write another sentence. Then, they should highlight contrasting word choice in their sentences and use Banish Boring Words to make their word choice more interesting. |
| **Remediation**  How will you reteach students who are struggling? |  | * If the developing student is struggling to fill in their graphic organizer, the teacher will first help them use Priya’s turning point and before and after to fill in the graphic organizer. * Teacher will work with developing student on writing her sentences. |
| **Planned Ending or Closure:**  Learner- centered summary of content related to lesson objective. | 5 min | In a round, students share out their sentences and the next student repeats their turning point back to them to practice listening. Teacher asks a follow-up question for each student to get them thinking about information they might add to their story in the final assessment. |

**Section Four: Analysis and Reflection**

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| **Reflection: Please complete this section AFTER you have delivered the lesson to students**  (address a minimum of three of the following questions) | |
| *What is working? What is not? For whom? Why?* |  |
| *What changes would you make to your instructional procedure that would improve student learning?* |  |
| *How effective were your assessment tools in helping you monitor student progress? (Both during learning and at the end of learning)? What modifications would you make to help students better demonstrate their learning?* |  |
| *How did the feedback you gave your students help address their needs in relation to the instructional objectives?*  *How did I elicit student responses that encouraged English language development? (e.g. “say more,” “give an example” or “build on what student A said.”* |  |
| *Analyze your biggest challenge during this lesson. What did you learn through it? How does that impact your future decision-making?* |  |
| *Based on the results of this lesson, what are your next steps?* |  |
| *How can this process of reflection during and after a lesson improve your teaching and instructional practices?* |  |

**Lesson 1 Mentor Text and sentence frames**

Similar to Tessely, my Great Grandma immigrated to the United States when she was young. They both had to adapt to a new culture, and just like Tessely, my Great Grandma had to learn a new language. However, my Great Grandma came to the United States by boat, whereas Tessely came to the United States by plane. In addition, unlike Tessely, my Great Grandma did not come to the United States with her family.

Tessely and I both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Unlike Tessely, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Whereas Tessely \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Lesson 2 Graphic Organizer**

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| --- | --- | --- |
| **Two things being contrasted** | **Description, include words from the text** | |
| **India** | **US** |
| Supermarkets in India vs. U.S. | Loud, people chattering | Quiet, you can hear the wheels on the cart squeak. |
| Food in India vs. the U.S. | Traditional, made from scratch |  |
| Etc. |  |  |

**Lesson 3 graphic organizer and sentence frames**

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| --- | --- | --- |
| **Before**  How did you feel when you first arrived in your new place? | **Turning point**  What happened that made you feel better? | **After**  How did you feel after your turning point? |
|  |  |  |

Before (turning point) , I felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Afterwards, I felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Before \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I used to feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Now, I feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Until (turning point), I felt\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Once \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Unit Plan Summative Assessment**

**TESOL Lesson, Writing Contrasts, Final Assessment**

*Assessment*: In a three-paragraph essay, students will analyze the differences and similarities between their experiences and Priya’s experiences using contrast signal words, descriptive word choice, and before-and-after contrast language, all with the support of graphic organizers, sentence frames, and word banks.

***Assessment Plan***

*Pre-writing*: First, I would introduce the assessment. Then I would have students first complete a pre-writing brainstorm using a T-Chart similar to the one they completed for Tessely (which I would have them pull out of their folders as a model). To get them started and refresh their memory, we would complete the Priya side together during a discussion. I would ask students to open their textbooks to Priya’s story and ask them to tell me what they remembered about the story, using the pictures as a memory aide. Teacher prompts would focus on character and plot, i.e. What is Priya like? Tell me what happened first? And then? How did she feel before? How did she feel after? We’d likely have a 5-to-10-minute discussion depending on my informal assessment of how much they remembered.

|  |  |
| --- | --- |
| Priya | Me |
|  |  |

Priya Me

Priya &

Me

*Pre-writing Differentiation*: For my developing student, I would pull out the highlighters that correspond with similar and different and have her mark similarities and differences on her t-chart. I would also allow her to do her brainstorm in Spanish and continue to use her computer version of Priya’s story.

For my Bridging student, I would have him complete a Venn diagram instead of a T-chart because they can handle more writing.

*Writing:* Students receive a template, with more or less scaffolding depending on their English proficiency, which they will use to write this short essay. The teacher will provide a final compiled set of sentence frames, most of which are taken from earlier in the unit, but some of which are more targeted to this assessment, especially the before-and-after language.

*Rubric*:

|  |  |  |
| --- | --- | --- |
| Excellent | Proficient | Developing |
| I made accurate comparisons between my story and Priya’s story. I also made distinctions between levels of difference or similarity. | I made accurate comparisons between my story and Priya’s story. | I made mostly accurate comparisons between my story and Priya’s, demonstrating some misunderstandings of the text. |
| I used a wide variety of comparison signal words. | I used comparison signal words. | I used comparison signal words, but they did not always match my intent, i.e. “We are different because we are both bilingual.” |
| I used descriptive word choice that shows the contrast I am making. My word choice is not “boring.” | I used descriptive word choice that shows the contrast I am making. | My descriptions do not always match the contrast I am trying to make, i.e. “She was lonely, while I missed my friends.” |
| I correctly used a before-and-after contrast within a comparison structure, i.e. “Unlike Priya, before I met my friend Steve I did not feel lonely because I have lots of brothers.” | I correctly used a before-and-after contrast. | I use before-and-after contrast words, but not correctly. |

*Differentiated template for developing student*:

|  |  |
| --- | --- |
| **First paragraph** | |
| The first sentence is a statement explaining what the paragraph is about. | Priya’s story is mostly *similar to mine/different from mine* because \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| The next two sentences should be examples that give more detail about your first sentence.  Use your Priya & Me graphic organizer for ideas. Use the anchor chart and sentence frames for writing. |  |

|  |  |
| --- | --- |
| **Second paragraph** | |
| The first sentence is a statement explaining what the paragraph is about. | However, we are also *different/similar* in some ways. |
| The next two sentences should be examples that give more detail about your first sentence.  Use your Priya & Me graphic organizer for ideas. Use the anchor chart and sentence frames for writing. |  |

|  |  |
| --- | --- |
| **Third paragraph** | |
| The first sentence is a statement explaining what the paragraph is about. | We both experienced a turning point. |
| Sentence 1: Explain Priya’s turning point.  Sentence 2: How was your experience similar or different?  Use your Priya & Me graphic organizer for ideas. Use the anchor chart and sentence frames for writing. | Until Priya found out that [turning point] , she felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Afterwards, she felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  My experience was similar/different, because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

*Differentiated template for expanding student*: This students’ template is the same, except that this student will not have sentence frames in the final paragraph. This student will also likely have time to revise their essay to include more interesting word choice.

*Differentiated template for bridging student*: This students’ assessment is the same as the expanding student, except they will be asked to add make an additional comparison to Tessely’s story and check their essay against the rubric as a self-assessment before revising.

**Unit Plan Commentary**

**Central Focus**

The central content focus of this lesson plan is to read, discuss and write literary and non-fiction narratives about immigration to the United States. The purpose of the lesson in terms of language is for students to learn how to make contrasts using signal words, descriptive word choice, and before-and-after syntactical structures.

This lesson addresses grammatical competence given that the language focus of this lesson is on using sentence structure and word choice to create contrast. The lesson promotes discourse competence in that it teaches students the basic structure of a comparative, analytical essay. These two purposes align with the ELA standard, “Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through contrasting connectors to differentiate between entities or components (unlike, as opposed to, however),” and the content standard W.6.3c, “Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.” The ELPD standard “3a: Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs’ learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs’ in the content areas” also promotes both grammatical competence and discourse competence. The learning objectives also align with the purpose of this unit. By the end of this unit, students will be able to write a three-paragraph essay in which they analyze the differences and similarities between their experiences and Priya’s experiences using contrast signal words, descriptive word choice, and before-and-after contrast language, all with the support of graphic organizers, sentence frames, and word banks.

Each of these lesson plans build upon one another to develop students’ comparative vocabulary and sentence structure, which will aid them in writing about the connections between their lives and the texts. Students read a series of non-fiction and fictional accounts of immigration that contain the language, syntax, and narrative structures that they will be asked to learn and reproduce in their own writing. They will make informal comparisons between themselves and the text multiple times before the final assessment, where they will be asked to make a comparative connection. Immigration as a topic is inherently comparative. Immigrant stories often contain comparisons between two cultures and between a “before” and “after,” so students need to know comparative language in order to discuss and write about these stories. As such, the unit begins with signal words because these are the more common way we make contrasts, and students will continue to add signal words to the anchor chart as they encounter them in the text. The last two types of contrasts are more complex and nuanced, and also less common and transferable across content domains, so they do not receive as much reinforcement.

**Knowledge of Students to Inform Teaching**

In light of the central focus on immigration stories and making comparisons, understanding students’ prior learning is very important. In terms of English proficiency, one student is bridging and will likely test out of ESOL before high school. Another student is expanding and needs extra support with academic English. The final student is developing. She is a newcomer, but because she studied in a bilingual classroom in her home country her BICS is relatively strong. However, she needs supports to produce academic language. In terms of prerequisite skills, we have been practicing pre-reading strategies and during-reading comprehension strategies at least once a week. Their writing skills specifically need developing. They tend to write without punctuation, for example, and sometimes write informal or fragmented sentences.

However, these students also bring many personal, cultural, and linguistic assets as well. They are all immigrants themselves and will be able to make many connections between themselves and the text. Two of the students will remember their personal experience moving to a new country and a new school and one will remember visiting family in her native country. They are also all bilingual, like the protagonists of our texts. These students are also middle schoolers, so they will relate to some of the social anxiety that Priya experiences. They are personally very concerned at the moment with fitting in and talking about their social lives.

**Supporting Students’ English Language and Content Learning**

When planning to provide English language development within the content area of English Language Arts, my understanding of my students’ prior academic learning and personal, cultural, and community assets guided my choice of language tasks and materials. I chose the two texts about immigrant experiences because my students are immigrants, and I wanted to make sure that my students would be able to easily make connections between themselves and the text so that they could use most of their working memory to learn new academic English language, syntax, and organization. These students are better prepared to understand and make connections to this text than non-immigrant and monolingual students. I also chose these texts because they are about students in middle school who struggle and think about social relationships at school. We have been practicing making oral connections to texts as part of a pre-reading strategy, so the natural next step was to start developing the language competencies to write about those connections.

The demands of content guided my choice and adaptation of language tasks and materials. “From Scratch” is a challenging text for this class because of some of the culturally specific language and because it includes many tier 2 words. One of the whole class supports was a quick introduction to the Indian culture that appears in Priya’s story and a picture walk with predictions. These tasks built up students’ background knowledge as part of a pre-reading strategy so that students could connect what they read to what they had previously learned. I also included vocabulary supports for all students and sentence starts to support my developing student in producing the language, as well as an anchor chart of the whole class that they could refer to as they wrote. Finally, graphic organizers helped students organize their thoughts, as comparative essays require students to hold two stories in their mind at once.

My instructional strategies and planned supports are appropriate for my whole class, for lower-level students, and for students who are at a higher ELA level. I chose “From Scratch” because this text has a Spanish translation. I allow my developing student to use a Spanish language version because the Lexile score of the text is challenging, and reading comprehension is not the main objective of this lesson. Once my developing student has a solid understanding of the text, she will be better equipped to talk about and analyze contrasting word choice and structure in English. For my highly proficient students, I focus on developing their descriptive language choice and on developing their self-assessment skills through revision opportunities.

**Supporting English Language Development in the Content Areas**

These students all have strong oral language, but they struggle with academic writing, in part because they have not explicitly learned some of the language that comes with analytical, formal writing. One language function within this larger goal that often appears in such writing is compare/contrast, which they need to be able to do in order to make connections between text and self.

All of the lessons in this unit give students the opportunity to practice writing comparisons and contrasts. For example, lesson 1 gives students the chance to identify compare/contrast language in a mentor text and to make comparisons between self and text by writing their own comparative sentences. In order to make connections between themselves and the text by comparing and contrasting, students need to know compare/contrast signal words to make basic comparisons, but students also need to develop a wide range of adjectives and antonyms in order to create contrast using descriptive language. Students also need to learn how to tack back and forth in an analytical, comparative paragraph between two times, two people, or two things, which is a discourse competence.

To support vocabulary development, this lesson includes direct instruction in vocabulary, in-text glossaries, Spanish language translations, pictures and visuals, anchor charts, and a thesaurus called Banish Boring Words. Sentence frames, graphic organizers, and mentor texts help students develop awareness of how comparisons are set up at the sentence level and at the paragraph or even essay level.

**Monitoring Student Development of English Language and Content**

My planned formal and informal assessments provide direct evidence of students’ development of English language proficiency throughout the duration of the lessons. There will be multiple opportunities for students to practice and show evidence that they understand the function of comparison through oral comprehension checks in response to the readings and by correctly completing graphic organizers. They will identify comparative signal language in a mentor text, and they will also produce comparative sentences and paragraphs. Their scores will be based on whether they correctly utilized comparison language and contrasting word choice and if they described differences and similarities.

On the summative assessments, my higher proficiency students will be asked to make revisions, challenging them to use better descriptive word choice to show contrast. My lower proficiency student will have sentence frame supports in producing the specific word orders and signal words, but she will need to fill in the actual comparison in order to demonstrate her understanding of comparison and to show that she knows which signal words belong to difference and which belong to similarity.

Lesson Plan Presentation Peer Evaluation:

There or Not?

Give the presenter one point for each element that is present. Submit a final score (e.g. 4/5) with any words of advice or encouragement.

\_\_yes\_\_1. The lesson provides a **challenging learning environment** in which students have the opportunity to take risks with language and respect each other. (Candidate verbally reminds us to respect each other)

\_\_yes\_\_2. Candidate **elicits and builds on students' responses** that develop English language proficiency in relation to one or more language competencies (grammar, discourse, pragmatics or metalinguistics) and modalities (listening, speaking, reading, writing) in content-based instruction. (In this fully online presentation, you will need to build on an imaginary response if you are not doing a role-play)

\_yes\_\_\_3. Instruction provides purposeful opportunities for students to demonstrate an understanding of the explicit connections between the content being taught and their

* cultural and linguistic backgrounds. This was very strong…building on students’ immigration experiences with L1 support.
* experiences or interests: Immigration experience
* and prior academic knowledge.

(Feel free to make this clear to us before you teach at the beginning of your presentation)

\_yes\_\_\_4. The lesson is differentiated for students who are working at a lower level than the average, students who are working at a higher level than the average, and the whole class.

\_yes\_\_\_5. The lesson is interactive. Students have the opportunity to practice.