Grade: 6-8	ESL/ELA Units of Study Quarter 1 English Language Arts	Introductory Unit

Text Complexity and Productive Talk
Recommended Number of Instructional Days: 10 days

Overview

Focus Standards that have been mastered or addressed in previous units will need to be reinforced in upcoming units and may show up in future assessments

Red text in standards for grades 6 and 8 indicate a difference from grade 7 standards and recommend differentiation of instruction.

This introductory unit allows students to learn and practice collegial conversations which will be the basis for accountable and productive talk throughout the year. Students will analyze language structures through complex academic text.

The focus of this unit is on the development of active listening and oral language development. Teachers will need to focus on these skills in order for students to fully engage in challenging and academically rigorous tasks.

This unit is taught at the beginning of the school year, because the skills are foundational and will be built upon. This unit sets the foundation for establishing a student-centered, constructivist, classroom.

As with all units aligned to the Common Core State Standards, English Learners should read and be exposed to texts with an appropriate range of complexity. Teachers maintain high expectations by engaging students in tasks that provide high challenge with appropriate support. Activities are robust but flexible enough to allow multiple entry points for all students regardless of where they start. Teachers should continually integrate the WIDA model performance indicators to support instruction of English Learners. Additionally, when writing and speaking in discussions, students will use academically challenging vocabulary.

Speaking and Listening Anchor Standard

CCRA.SL.1   Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.6   Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Anchor Standard

CCRA.L.1   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.L.2   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCRA.L.3   Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<u>CCRA.L.4</u>	<u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>

Concepts to Be Learned and Skills to Be Used

- CHOOSE among **sentences** to SIGNAL **relationships** among **ideas**
- PLACE **phrases** and **clauses** within a sentence
- RECOGNIZE and CORRECT **modifiers**
- USE **commas**
- CHOOSE **language** that EXPRESSES **idea**
- USE **context**
- VERIFY **meaning** of words or phrases
- ENGAGE in **collaborative discussions**
- POSE **questions**, RESPOND and COMMENT to **questions**
- USE formal **English**

Essential Questions

- How can I use language to share, expand, and clarify my own thinking?
- Why is it important to listen carefully to other students?
- How can I use language to deepen my own reasoning?
- Why is it important to participate in collaborative discussions?

Assessment

Task Name:	

Written Curriculum

Standards that are the **Focus** in the Unit of Study:

Language Standards

Conventions of Standard English

<u>L.7.1</u>   <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>

  <u>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</u>

  o   L.6.1b   Use intensive pronouns (e.g. myself, ourselves).

  o   L.8.1b   Form and use verbs in the active and passive voice.

L.7.1<u>c.   Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</u>

  o   L.6.1c   Recognize and correct inappropriate shifts in pronoun number and person.*

o L.8.1c   Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.

Language Standards

Conventions of Standard English

L.7.2a   Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). (A focus in introductory unit and supporting standard in units 1 through 8)

- o L.6.2a   Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

- o L.8.2a   Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

Language Standards

Knowledge of Language

L.7.3a.   Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* (A focus in introductory unit and supporting standard in units 1 through 8)

- o L.6.3a   Vary sentence patterns for meaning, reader/listener interest, and style.*

- o L.8.3a   Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g. emphasizing the actor or action; expressing uncertainty or describing a state contrary to fact)

Language Standards

Vocabulary Acquisition and Use

L.7.4   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- o This standard in grades 6 and 8 are identical to grade 7

    d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- o This standard in grades 6 and 8 are identical to grade 7

Speaking and Listening Standards

Comprehension and Collaboration

SL.7.1b.   Follow rules for collegial discussions, track progress toward specific

goals and deadlines, and define individual roles as needed. (A focus in introductory unit and supporting standard in units 1 through 8)

- o This standard in grades 6 and 8 are identical to grade 7

SL.7.1c   Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (A focus in introductory unit and supporting standard in units 1 through 8)

- o SL.6.1c   Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

- o SL.8.1c   Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Speaking and Listening Standards

Presentation of Knowledge and Ideas

SL.7.6   Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 [of the full ELA Common Core State Standards document] for specific expectations.) (A focus in introductory unit and supporting standard in units 1 through 8)

- o This standard in grades 6 and 8 are identical to grade 7

Standards that are **Continuous** for the entire school year:

Continuous standards are a selection of standards which should be integrated into instruction throughout the school year.

Reading Standards: Literature

Range of Reading and Level of Text Complexity

RL.7.10   By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- o This standard in grades 6 and 8 are identical to grade 7

Reading Standards: Informational Text

Range of Reading and Level of Text Complexity

RI.7.10   By the end of the year, read and comprehend literary nonfiction in the

grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

   o This standard in grades 6 and 8 are identical to grade 7

Writing Standards

Range of Writing

W.7.10   Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

   o This standard in grades 6 and 8 are identical to grade 7

Production and Distribution of Writing

W.7.5   With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52 [of the full ELA Common Core State Standards document].)

   o This standard in grades 6 and 8 are identical to grade 7

Language Standards

Conventions of Standard English

L.7.2b.   Spell correctly.

   o L.6.2b   Standard is identical to grade 7

   o L.6.2b   Use an ellipsis to indicate an omission.

Language Standards

Knowledge of Language

L.7.3   Use knowledge of language and its conventions when writing, speaking, reading, or listening.

   o This standard in grades 6 and 8 are identical to grade 7

Clarifying the Standards			

Key =

RL	Reading Standards for Literature	W	Writing Standards
RI	Reading Standards for Informational Text	SL	Speaking & Listening Standards

RF	Foundational Skills	L	Language Standards

SL Students in grades sixth through eighth are expected to engage effectively in a range of collaborative discussions for a variety of purposes in order to build on ideas and express themselves clearly. In addition they will pose, respond and elicit elaboration to others' questions and comments while contributing to the topic under discussion.

L In grade 6, students used conventions for grammar and usage the students will focus on nonrestrictive/parenthetical elements by using commas, parentheses and dashes. **Similarly, the grade 7 conventions for punctuation will focus on correct comma use to separate coordinate adjectives.** In grade 8, students will continue to focus on indicating a pause or break by using commas, ellipsis, and dashes.

In grade 6, students used knowledge of language and its conventions when writing, speaking, reading, or listening. They varied sentence patterns for meaning, reader interest, and style. **As they move to grade 7, students will build upon these concepts by choosing language that expresses ideas precisely and concisely. They will verify preliminary determination of the meaning of a word or phrase.** In grade 8, they will begin using active and passive voice in the subjunctive mood to achieve a particular effect. They will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Resources:
References to Appendices A, B, and C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Language

overview

The Standards take a hybrid approach to matters of conventions, knowledge of language, and vocabulary. As noted in the table below, certain elements important to reading, writing, and speaking and listening are included in those strands to help

Figure 16: Elements of the Language Standards
in the Reading, Writing, and Speaking and Listening Strands

Strand	Standard
Reading	R.CCR.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Writing	W.CCR.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Speaking and Listening	SL.CCR.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

provide a coherent set of expectations for those modes of communication.

In many respects, however, conventions, knowledge of language, and vocabulary extend across reading, writing, speaking, and listening. Many of the conventions-related standards are as appropriate to formal spoken English as they are to formal written English. Language choice is a matter of craft for both writers and speakers. New words and phrases are acquired not only through reading and being read to but also through direct vocabulary instruction and (particularly in the earliest grades) through purposeful classroom discussions around rich content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Conventions and Knowledge of Language

Teaching and Learning the Conventions of Standard English

Development of Grammatical Knowledge

Grammar and usage development in children and in adults rarely follows a linear path. Native speakers and language learners often begin making new errors and seem to lose their mastery of particular grammatical structures or print conventions as they learn new, more complex grammatical structures or new usages of English, such as in collegelevel persuasive essays (Bardovi-Harlig, 2000; Bartholomae, 1980; DeVilliers & DeVilliers, 1973; Shaughnessy, 1979). These errors are often signs of language development as learners synthesize new grammatical and usage knowledge with their current knowledge. Thus, students will often need to return to the same grammar topic in greater complexity as they move through K–12 schooling and as they increase the range and complexity of the texts and communicative contexts in which they read and write. The Standards account for the recursive, ongoing nature of grammatical knowledge in two ways. First, the Standards return to certain important language topics in higher grades at greater levels of sophistication. For instance, instruction on verbs in early elementary school (K–3) should address simple present, past, and future tenses; later instruction should extend students' knowledge of verbs to other tenses (progressive and perfect tenses in grades 4 and 5), mood (modal auxiliaries in grade 4 and grammatical mood in grade 8) and voice (active and passive voice in grade 8). Second, the Standards identify with an asterisk (*) certain skills and understandings that students are to be introduced to in basic ways at lower grades but that are likely in need of being

Making Appropriate Grammar and Usage Choices in Writing and Speaking

Students must have a strong command of the grammar and usage of spoken and written standard English to succeed academically and professionally. Yet there is great variety in the language and grammar features of spoken and written standard English (Biber, 1991; Krauthamer, 1999), of academic and everyday standard English, and of the language of different disciplines (Schleppegrell, 2001). Furthermore, in the twenty-first century, students must be able to communicate effectively in a wide range of print and digital texts, each of which may require different grammatical and usage choices to be effective. Thus, grammar and usage instruction should acknowledge the many varieties of English that exist and address differences in grammatical structure and usage between these varieties in order to help students make purposeful language choices in their writing and speaking (Fogel & Ehri, 2000; Wheeler & Swords, 2004). Students must also be taught the purposes

for using particular grammatical features in particular disciplines or texts; if they are taught simply to vary their grammar and language to keep their writing "interesting," they may actually become more confused about how to make effective language choices (Lefstein, 2009). The Standards encourage this sort of instruction in a number of ways, most directly through a series of grade-specific standards associated with Language CCR standard 3 that, beginning in grade 1, focuses on making students aware of language variety.

Using Knowledge of Grammar and Usage for Reading and Listening Comprehension

Grammatical knowledge can also aid reading comprehension and interpretation (Gargani, 2006; Williams, 2000, 2005). Researchers recommend that students be taught to use knowledge of grammar and usage, as well as knowledge of vocabulary, to comprehend complex academic texts (García & Beltrán, 2003; Short & Fitzsimmons, 2007; RAND Reading Study Group, 2002). At the elementary level, for example, students can use knowledge of verbs to help them understand the plot and characters in a text (Williams, 2005). At the secondary level, learning the grammatical structures of nonstandard dialects can help students understand how accomplished writers such as Harper Lee, Langston Hughes, and Mark Twain use various dialects of English to great advantage and effect, and can help students analyze setting, character, and author's craft in great works of literature. Teaching about the grammatical patterns found in specific disciplines has also been shown to help English language learners' reading comprehension in general and reading comprehension in history classrooms in particular (Achugar, Schleppegrell, & Oteíza, 2007; Gargani, 2006).

As students learn more about the patterns of English grammar in different communicative contexts throughout their K–12 academic careers, they can develop more complex understandings of English grammar and usage. Students can use this understanding to make more purposeful and effective choices in their writing and speaking and more accurate and rich interpretations in their reading and listening.

Progressive Language Skills in the Standards

While all of the Standards are cumulative, certain Language skills and understandings are more likely than others to need to be retaught and relearned as students advance through the grades. Beginning in grade 3, the Standards note such "progressive" skills and understandings with an asterisk (*) in the main document; they are also summarized in the table on pages 29 and 55 of that document as well as on page 34 of this appendix. These skills and understandings should be mastered at a basic level no later than the end of the grade in which they are introduced in the Standards. In subsequent grades, as their writing and speaking become more sophisticated, students will need to learn to apply these skills and understandings in more advanced ways.
The following example shows how one such task—ensuring subject-verb agreement, formally introduced in the Standards in grade 3—can become more challenging as students' writing matures. The sentences in the table below are taken verbatim from the annotated writing samples found in Appendix C. The example is illustrative only of a general development of sophistication and not meant to be exhaustive, to set firm grade-specific expectations, or to establish a precise hierarchy of increasing difficulty in subject-verb agreement.

Figure 18: Language Progressive Skills, by Grade

The following standards, marked with an asterisk (*) in the main Standards document, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s) 3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	X	X	X	X	X	X	X	X
L.3.3a. Choose words and phrases for effect.	X	X	X	X	X	X	X	X
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		X	X	X	X	X	X	X
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).		X	X	X	X	X	X	X
L.4.3a. Choose words and phrases to convey ideas precisely.*		X	X	X				
L.4.3b. Choose punctuation for effect.		X	X	X	X	X	X	X
L.5.1d. Recognize and correct inappropriate shifts in verb tense.			X	X	X	X	X	X
L.5.2a. Use punctuation to separate items in a series.*			X	X				
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.				X	X	X	X	X
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				X	X	X	X	X
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				X	X	X	X	X
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				X	X	X	X	X
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡				X	X	X	X	
L.6.3b. Maintain consistency in style and tone.				X	X	X	X	X
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					X	X	X	X
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					X	X	X	X
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.						X	X	X
L.9–10.1a. Use parallel structure.							X	X

* Subsumed by L.7.3a
† Subsumed by L.9–10.1a
‡ Subsumed by L.11–12.3a

Online Resources

- What does text complexity mean for English learners and language minority students by Lily Wong Fillmore and Charles Fillmore http://ell.stanford.edu
- Talk Strategies http://inquiryproject.terc.edu/prof_dev/library.cfm
- Deficit Thinking http://www.learnnc.org/lp/editions/brdglangbarriers/990
- DLENM http://www.dlenm.org/
- National School Reform Faculty http://www.nsrfharmony.org/

Additional Resources

- Scaffolding the Academic Success of Adolescent English Language Learners (Walqui & Van Lier, 2010)

Word Q is a Universal Tool that can be used by all students. (Regular education, special education and ESL students) Word Q works with all applications. Word Q is ready to help with any reading and writing assignments that involve electronic text applications such as:

- Web browsers (i.e. Internet explorer, Safari, Chrome)
- Word Processing applications (i.e. MS Word, iWorks, Notepad, PDF's saved as text files)
- Graphic Organizers (i.e. Inspiration, Wespiration, Kidspiration)
- Email clients (i.e. Outlook, Gmail, Hotmail)

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The standards listed below include all the CCSS linked to this Unit of Study. The list does not distinguish among FOCUS, SUPPORTING and RECURRING standards in this Unit of Study.