

Secondary ELD Lesson Template

Grade Level(s): 9/10

Integrated ELD – ELA

Designated ELD

Lesson Guiding Question:

What is the central idea of the text, and how is it revealed through the language and structure of the text?

Class Composition

Please record relevant student data below. Some categories may not be applicable to your class (these categories can be left blank). Most of this information can be found in MyData: <https://mydata.lausd.net>

General Student Data (1b1, 1b3) - Record the number of students in each category

Students with Disabilities:

GATE Students:

Considering the data above, list the strategies you use to help every student gain access to academic content (i.e., differentiation strategies, grouping of students, IEP requirements, etc.). (1a2, 1b1)

English Learner Data (1b1)

English Learners:

Long Term English Learners:

Emerging
(CELDT 1-2)

Expanding
(CELDT 2-3)

Bridging
(CELDT 4-5)

Standard English Learners:

Instructional Goals and Objectives (1a1)

(Part 3 of 3)

CA ELD Standard(s):

Part I – Interacting in Meaningful Ways

Grade 9/10, Part 1, #6: **Reading/viewing closely**

- Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.
- Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., *creates the impression that, consequently*).

Part II – Learning About How English Works

Grade 9/10, Part II, #3: **Using verbs and verb phrases**

Use a variety of verbs in different tenses (e.g., past, present, future), aspects (e.g., simple, progressive, perfect), and mood (e.g., subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.

Content Standard(s):

RI 10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI 10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

SL 10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups,

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and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Content Objective(s):

Students will be able to write a paragraph explaining how the language and structure of a grade-level text work together to reveal its central idea.

ELD Objective(s):

Students will be able to explain inferences and conclusions drawn from close reading of a grade-level text using a variety of verbs and adverbials in writing.

Academic Language Development High Impact Practice Emphasized:

- Using Complex Text Fortifying Complex Output Fostering Complex Interactions

Key Vocabulary:

Perspective Organized

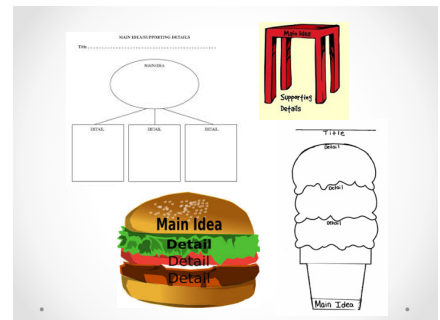
Instructional Materials, Technology and Resources (1d2)

- Powerpoint, "Sitting Bull Lesson"
- Copies of excerpt from *Son of the Morning Star: Custer and the Little Bighorn*
- Sentence strips
- Handout: Template for "Stronger & Clearer Each Time" Activities
- Language Learned from Text Analysis Tool (LLFTAT)

Lesson Structure

1a2 Knowledge of Content Related Pedagogy / 1d1 Standards-Based Learning Activities

1. Explain: There are many models of how to structure explanatory text—intro-body-conclusion; chronological; pro-con; You may have learned about some of them before, and maybe you have seen organizers like these to help you understand those structures. Most of them make a claim at the beginning or at the end of the text. The Sitting Bull text presents a different structure. How might we describe the structure of this text? (Accept all reasonable answers. Some possibilities include "alternating perspectives," "one point of view, then the other," "presenting both sides," "the central idea is not stated explicitly," "the two perspectives are balanced," "the author uses transitions like 'however' and 'but' to indicate changes or contradictions.") Chart answers.



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2. Explain: *In the last lesson we agreed that the Central Idea of the text is “XXX.” But that sentence does not appear in the original text. You generated many sentences—and even ideas—that do not appear in the text. They are not at the beginning or end of the text like a main idea sentence. And some of the ideas that we didn’t use for our final version of the statement are still good ideas that might help us explain what the central idea is. Think about our discussion of the text. How did the language and the structure help you understand the central idea? I would like for you to write down your initial thoughts about how to answer this question.* (Show prompt.) Have students use the ideas generated from the discussions of the text to write a first draft of their response to the prompt. They should use the agreed upon Central Idea Statement.

Paragraph Prompt:

What is the central idea of this text, and how is that central idea revealed through the language and structure of this text?

3. Fortifying Complex Output

Have students turn over the paper, create a chart like the one on the slide and complete the line for #1. It may help to share the handout, *TEMPLATE for “Stronger & Clearer Each Time” Activities* to explain the protocol. Remind students that their notes in the chart are key words only. Conduct four rotations, reminding students that they are to discuss first, then make notes after they discuss.

Following the four rotations, have students rewrite their paragraphs incorporating any new ideas gathered from the rotations to make their writing stronger and clearer.

Make your ideas clearer and stronger:

- Copy the chart below onto a piece of paper.

NAME	How does the language and structure help you understand the central idea of the text?
ME	
1.	
2.	
3.	
4.	

- Write key words from your idea in the box next to “me.”
- Meet with 4 partners who will share their ideas.
- Add any new ideas you collect from partners, and include them in your subsequent partner discussions to build and strengthen your original answer.

Assessment

1e2 Planning Assessment Criteria

Use formative assessments to determine the following:

To what extent are students able to summarize all of the big ideas into a coherent gist of the selection?

How might your students improve their use of academic language for text analysis?

How effectively do students support their ideas with evidence?

Formative Assessments/Language Analysis Tools:

- Final paragraph
- Reading Analysis Tool (RAT), Dimension 3
- Language Learned from Text Analysis Tool (LLFTAT)

How will you use this information to inform your next steps for instruction?