

A Ninth Grade English Language Arts Supplemental Curriculum That Integrates Language and
Content Instruction for English Language Learners Using a Co-Taught Model

by

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Project Overview

The goal of this project was to create a supplemental curriculum addressing the language instruction needs for WIDA (2020) level 3 and 4 ELs in a ninth grade ELA mainstream classroom that uses a co-taught model. In my experience, many EL students are in a co-taught, mainstream classroom, but language supports are sometimes missed due to the importance of wanting to teach the content first. Because of this, I wanted to create a curriculum that addresses both language and content objectives simultaneously. By taking action to create this, it allowed for a full integration of content and language instruction. I created a supplemental curriculum to address the language needs of EL learners in order to attain the language needed to learn the ELA content by designing language objectives and creating scaffold and support options. This goal helped shape my research question: *How can ninth grade English Language Arts Curriculum be designed to integrate language and content to support academic English proficiency for EL students using a co-taught model?*

The content of the ninth grade ELA curriculum that is used in this project was recently redesigned in 2023 by the district I work for because of the new 2020 Minnesota ELA standards that came out. The content in this ELA curriculum is the base for constructing the supplemental curriculum that I created. This supplemental curriculum addresses the language objectives, language features, key vocabulary, scaffolds, and the co-taught model used to meet the needs of the EL learners in the co-taught ELA classroom.

The design of the framework for the supplemental curriculum was designed using four key resources: WIDA English Language Development Standards (2020), the

Minnesota K-12 English Language Arts academic standards, Understanding by Design (Wiggins & McTighe, 2008) and The Sheltered Instruction Observation Protocol SIOP model (Echevarria et al., 2016) for language scaffolds and support. The content ELA curriculum is designed into four units over the course of one school year. First, I used the Understanding by Design framework and SIOP for language scaffolds and supports and created a unit template and daily lesson template to address the language instruction that can be applied across all units of instruction. Then, I designed unit one using the template which addresses the EL supports: WIDA ELD standards, key vocabulary, and language features. Next, I designed 29 lessons for the unit. In each lesson, the supplemental curriculum includes: WIDA ELD standard, language objective, the method of assessment, sentence starters, vocabulary, scaffolds/supports, how to use the scaffolds/supports, co-taught model, how to use the co-taught model, and any resources that include EL supports. The WIDA ELD standards and language objectives were created first to establish the outcomes of the lesson and ensure they were aligned with the content objective. Once those objectives were established, the evidence and planning for learning sections discuss the steps on achieving the objectives which go further into the EL supports for the lesson.

Focusing in on the EL supports that were chosen for each lesson, Appendix E has a chart of sensory, graphics, and collaborative supports listed out. This may be a quick guide for any teacher needing to incorporate EL support into their lessons. This unit is designed with co-teaching in mind. It is important to note the seven different co-teaching models: one teach, one assist, one teach, one observe, station teaching, parallel teaching, supplemental teaching, alternative teaching and team teaching. Appendix F explains

further what each co-teaching model is and each lesson explains how to use that co-teaching model.

Unit 1 Overview
9th Grade English Language Arts Course Unit 1 Overview that includes language supports for English language learners

Unit 1: Community (Weeks 1-6)		
Stage 1- Desired Results		
Established Goals		
MN English Language Arts Standards & Benchmarks		Corresponding WIDA Language Standards
Yearlong Reading	<p>R2 Read and comprehend independently, A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives of identities like and unlike their own from dominant, nondominant, and marginalized social groups.</p> <p>9.1.2.1 Read independently and self-monitor understanding of grade-level text and independently annotate learning, independently applying strategies when meaning breaks down, including, but not limited to consulting resources for more information.</p> <p>9.1.2.2 Select, read, and comprehend texts that address academic tasks, proficiently at grade 9 text complexity.</p>	<p>ELD-LA. 9-12 Narrative. Interpretive #1-3</p> <p>ELD-LA. 9-12 Inform. Interpretive #1-3</p> <p>ELD-LA.9-12 Argue. Interpretive #1-3</p> <p>ELD-LA. 9-12 Narrative. Interpretive #1-3</p> <p>ELD-LA. 9-12 Inform. Interpretive #1-3</p> <p>ELD-LA.9-12 Argue. Interpretive #1-3</p>
Reading	<p>R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</p> <ul style="list-style-type: none"> ● 9.1.5.1 Evaluate the impact of an author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks). <p>R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</p> <ul style="list-style-type: none"> ● 9.1.6.3 Delineate the argument 	<p>ELD-LA. 9-12 Narrate. Interpretive #2: Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)</p> <p>ELD-LA. 9-12 Argue. Interpretive</p>

	<p>and specific claims in a text; identify false statements and fallacious reasoning.</p> <p>R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.</p> <ul style="list-style-type: none"> 9.1.9.1 Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives, in the process of inquiry. 9.1.9.2 Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources, accessing additional sources as needed. 	<p>#4: Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims</p> <p>ELD-LA. 9-12 Argue. Interpretive #1 Identifying and summarizing central ideas of primary or secondary sources</p> <p>ELD-LA. 9-12. Argue. Interpretive #3 Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims</p>
<p>Writing</p>	<p>W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</p> <ul style="list-style-type: none"> 9.2.1.1 Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance. <p>W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.</p> <ul style="list-style-type: none"> 9.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable. <p>W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.</p> <ul style="list-style-type: none"> 9.2.2.2 Write to reflect how personal identities and the intersection of identities inform perspective. <p>W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</p> <ul style="list-style-type: none"> 9.2.3.1 Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to 	<p>ELD-LA. 9-12. Narrate. Expressive #4 Engage and adjust for audience</p> <p>ELD-LA. 9-12. Inform. Expressive #4 Develop coherence and cohesion throughout text</p> <p>ELD-LA. 9-12. Inform. Expressive #3 Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</p> <p>ELD-LA. 9-12 Inform. Expressive #1 Introduce and define a topic and/or entity for audience #3 Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</p> <p>ELD-LA. 9-12. Inform. Expressive #4 Develop coherence and cohesion throughout text</p>

	<p>develop and strengthen writing through revision, editing, and publication.</p> <p>W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</p> <ul style="list-style-type: none"> 9.2.3.2 Vary word usage and sentence structure for effect, considering audience and context. 	<p>ELD-LA. 9-12. Inform. Expressive #1 Introduce and define topic and/or entity for audience #3 Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</p>
<p>Listening, Speaking, Viewing, Exchanging Ideas</p>	<p>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</p> <ul style="list-style-type: none"> 9.3.1.2 Contribute to 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, demonstrating preparation for the discussion. 9.3.1.3 Request and utilize constructive feedback for use in revising work <p>LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.</p> <ul style="list-style-type: none"> 9.3.3.1 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 9.3.3.2 Create and share, individually or in a collaborative group, a piece of digital work or digital communication, for a 	<p>ELD-LA. 9-12. Narrative. Expressive #1-4 ELD-LA. 9-12. Inform. Expressive #1- 4 ELD-LA. 9-12. Argue. Expressive #1-4</p> <p>ELD-LA. 9-12. Narrative. Expressive #1-4 ELD-LA. 9-12. Inform. Expressive #1- 4 ELD-LA. 9-12. Argue. Expressive #1-4</p> <p>ELD-LA. 9-12. Narrative. Expressive #1-4 ELD-LA. 9-12. Inform. Expressive #1- 4 ELD-LA. 9-12. Argue. Expressive #1-4</p> <p>ELD-LA. 9-12. Narrative. Expressive #1-4 ELD-LA. 9-12. Inform. Expressive</p>

	specific purpose and audience, demonstrating understanding of digital footprint while respecting intellectual property.*	#1- 4 ELD-LA. 9-12. Argue. Expressive #1-4
<i>Meaning</i>		
<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What does it mean to be an individual? Part of a community? How do you balance both? ● What are the traits of an inclusive high school community? ● What makes a community of readers/writers? ● How do the actions/decisions of individuals impact the larger community? <ul style="list-style-type: none"> ○ How do you as an individual impact your community? (Either in a positive or negative way) 	<p>UNDERSTANDINGS</p> <p><i>These are the big ideas for the focus benchmarks that students will uncover...</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● All students are part of communities <ul style="list-style-type: none"> ○ Identifying the communities you are a part of ● Being part of a high school community requires engagement and values diversity <ul style="list-style-type: none"> ○ A positive community requires engagement by its members. ○ A strong community values diversity of its members. ● Being successful in high school requires skills as a reader, writer, thinker, communicator <ul style="list-style-type: none"> ○ active reader ○ reflective writer ○ effective collaborator ○ critical thinker ○ thoughtful communicator ○ Individuals can identify how others' actions can impact their community in positive and negative ways. ● Individuals can identify how their own actions can impact their community in positive and negative ways. 	
<i>Transfer</i>		
<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> ● be active readers ● reflective writers ● critical thinkers ● thoughtful communicators ● be actively engaged in their high school community 		

Acquisition

Students will know...

- strategies for active reading
- strategies for reflective and thoughtful writing
- strategies to engage in meaningful conversations

Students will be skilled at (be able to)...

- Reading independently and self-monitoring for meaning and applying strategies when meaning breaks down
- Evaluating the impact of an author's use of literary elements on the structure of a text.
- Media Literacy - accessing a wide variety of texts to...
 - Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources
 - Identify fact vs. fiction
 - Integrate multiple sources of information
 - Create and share, individually or in a collaborative group, a piece of digital work or digital communication, for a specific purpose and audience
- Writing that reflects on their lived experiences (passions, communities, etc)
- Writing so that it follows the task and addresses the audiences
- Writing routinely for a range of tasks
- Planning, drafting and editing work; incorporating feedback to develop and strengthen writing through revision, editing
- Varying word usage and sentence structure
- Contributing to conversations
 - Posing and responding to questions
 - Incorporating others in discussion
 - Challenging ideas and conclusions
 - Preparing for discussion

Unit Key Vocabulary (Tier 2 & 3):

- inclusive
- inclusivity
- impact
- community
- traits
- laws / law firm
- majestic
- roaring river
- cottages
- hail
- umpires
- journalist
- nonthreatening
- charmed
- amassed
- catapulting
- gallery
- reading zone
- highs
- lows
- characterization
- indirect characterization
- direct characterization
- expectations
- plot
- exposition
- climax
- rising action
- falling action
- resolution
- online community
- engage

- conflict
- internal conflict
- external conflict
- society
- main idea
- theme
- legacy
- digital footprint
- vision board
- social community
- online community
- school community

Unit Language Features:

- Variety of verb tenses
- Short and complex sentence structures
- Opinion connectors
- Positive feedback language
- Opening statements
- Conjunctions
- Cause and effect connectors
- Sequencing connectors
- Comparing and contrasting connectors
- Visual representations

Stage 2- Assessment Evidence

Performance Tasks:

Through choice and voice students individually demonstrate how they generalize their learning. They demonstrate their understanding of benchmarks and content through multi-layered, integrated performance tasks that occur throughout the unit. Students show their understanding of the unit standards and benchmarks by evidence of the following...

Ongoing Assessments:

- Humans of “Name of School”
- Journal Assignments
- Guided Groups
- Guided Practice Work

End of Unit Assessments:

- Vision Board and Essay

Stage 3- Planning for Learning

Summary of Key Learning Events, Tasks/Instruction:

- Co-creation of classroom norms
- Setting up routines/norms for writing (i.e. notebooks, journals, etc.)
- Journal writing
- Guided groups (concepts from mini lessons, during reading time, writing conferences)
- Mini Lessons for plot structure, theme, conflict, characterization

Unit Calendar

Unit 1: Community

English Language Arts - Grade 9

Day 1	<ul style="list-style-type: none"> ● Unit Introduction on Communities <ul style="list-style-type: none"> ○ Preview unit essential questions, have “silent discussion” ● Pick out choice book to read for the quarter <ul style="list-style-type: none"> ○ Go over how to pick the “just right” book
Day 2	<ul style="list-style-type: none"> ● Do a share out of essential questions silent discussion responses ● Introduce MLA format for journaling / discuss journal expectations ● Community Journal #1 - <i>What are the traits of an inclusive high school community? What does an inclusive community look like, sound like, and feel like? What are some examples of being inclusive? Why is it important to be inclusive?</i>
Day 3	<ul style="list-style-type: none"> ● Read Kingdom with No Rules ● Develop Class Norms
Day 4	<ul style="list-style-type: none"> ● Introduce Humans of “Name of School” Assignment
Day 5	<ul style="list-style-type: none"> ● Work day #1 on Humans of “Name of School”
Day 6	<ul style="list-style-type: none"> ● Work day #2 on Humans of “Name of School”
Day 7	<ul style="list-style-type: none"> ● Gallery Walk: Humans of “Name of School” ● Discuss Reading Zone and Reading Time Expectations ● Reading Time
Day 8	<ul style="list-style-type: none"> ● Community Journal #2 - <i>What are three words (adjectives) to describe your school journey this far? What have been the highs and lows of your school journey to this point in your life? What are things you wish you could have changed about your school experiences?</i> ● Reading Time
Day 9	<ul style="list-style-type: none"> ● Mini Lesson on Characterization with guided practice
Day 10	<ul style="list-style-type: none"> ● Guided Practice on Characterization with “The Name Jar” ● Independent Practice: Choice Book Characterization Assignment
Day 11	<ul style="list-style-type: none"> ● Guided Practice on Indirect Characterization with stations activity using “The Day the Crayons Quit” ● Continue Independent Practice: Choice Book Characterization Assignment

Day 12	<ul style="list-style-type: none"> ● Reading Day for Choice Book <ul style="list-style-type: none"> ○ Checking in with students on progress of book and/or listening to students read
Day 13	<ul style="list-style-type: none"> ● Community Journal #3 - <i>What makes a community of readers and writers? What can you expect of your classmates, the teacher and you in a community of readers and writers?</i> ● Reading Time
Day 14	<ul style="list-style-type: none"> ● Mini Lesson on Plot with guided practice
Day 15	<ul style="list-style-type: none"> ● Guided Practice for Plot Terms: Listen to “The Moth” Story and complete plot diagram in groups.
Day 16	<ul style="list-style-type: none"> ● Community Journal #4 - <i>What online community/ies are you a part of? In what ways do you engage in your online community? In other words, how do you use it? Who is a part of your online community? How does your online community connect with or spill over into your real life? How are they similar or different?</i> ● Reading Time
Day 17	<ul style="list-style-type: none"> ● Mini Lesson on Conflict with guided practice
Day 18	<ul style="list-style-type: none"> ● Guided Practice for Conflict: Read “Thank You Ma’am” and identify conflict types with evidence; completed in groups.
Day 19	<ul style="list-style-type: none"> ● Reading Day for Choice Book <ul style="list-style-type: none"> ○ Checking in with students on progress of book and/or listening to students read
Day 20	<ul style="list-style-type: none"> ● Mini Lesson on Theme with guided practice
Day 21	<ul style="list-style-type: none"> ● Guided Practice: Theme Stations
Day 22	<ul style="list-style-type: none"> ● Reading Day for Choice Book <ul style="list-style-type: none"> ○ Checking in with students on progress of book and/or listening to students read
Day 23	<ul style="list-style-type: none"> ● Discuss what “legacy” and “digital footprint” mean mini lesson ● Look at journal example ● Community Journal #5 - <i>What kind of legacy do you want to leave behind at “your school name”? How do you want people to remember you? What are some choices you can make to achieve this legacy? What kind of digital</i>

	<p><i>footprint do you want to leave? Why is it important to think about your digital footprint?</i></p> <ul style="list-style-type: none"> ● Journal work time
Day 24	<ul style="list-style-type: none"> ● Introduce Final Assessment (Part 1): Vision Board ● Vision Board work time
Day 25	<ul style="list-style-type: none"> ● Final Assessment (Part 1): Vision Board <ul style="list-style-type: none"> ○ Continue Vision Board work time
Day 26	<ul style="list-style-type: none"> ● Introduce Final Assessment (Part 2): Essay <ul style="list-style-type: none"> ○ Look at example essays ○ Guided groups for getting started
Day 27	<ul style="list-style-type: none"> ● Continue working on Essay <ul style="list-style-type: none"> ○ Continue guided groups for essay support / writing conferences
Day 28	<ul style="list-style-type: none"> ● Final day to edit/finalize vision board and essay <ul style="list-style-type: none"> ○ Continue guided groups for essay support / writing conferences
Day 29	<ul style="list-style-type: none"> ● Vision Board Gallery Walk ● Complete book review on choice book

Lessons adapted from Independent School District 196, 9th grade English Language Arts Curriculum © 2023

9th Grade English Language Arts Supplemental Curriculum to Support ELs in a Co-Taught ELA Classroom: Fusing Content and Language

Lesson Template

Below is the lesson template that can be adapted to any lesson in ELA in order to support content and language development for English language learners.

LESSON __ / Day __	
Stage 1 - Desired Results	
MN Standard / Benchmark(s):	
WIDA Standard(s):	
Content Objective(s): <ul style="list-style-type: none"> Students will be able to... 	Language Objective(s): <ul style="list-style-type: none"> Students will be able to [content objective] + by using [language feature] + [support]
Stage 2 - Evidence	
Continuum of Assessment Methods:	
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center; width: 30%;"> <input checked="" type="checkbox"/> Informal Check for Understanding </div> <div style="text-align: center; width: 30%;"> <input checked="" type="checkbox"/> Quiz/Test </div> <div style="text-align: center; width: 30%;"> <input checked="" type="checkbox"/> Performance Task/Project </div> </div> <hr style="border: 0; border-top: 1px solid #ccc; margin: 10px 0;"/> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center; width: 45%;"> <input checked="" type="checkbox"/> Observation/Dialogue </div> <div style="text-align: center; width: 45%;"> <input checked="" type="checkbox"/> Academic Prompt </div> </div>	
Stage 3 - Planning for Learning	
Sentence Starters/Frames: <ul style="list-style-type: none"> 	Vocabulary (Tier 2 & 3) <ul style="list-style-type: none">
Scaffolds/Supports <ul style="list-style-type: none"> 	Co-Taught Model(s) Used <div style="margin-left: 20px;"> <input checked="" type="checkbox"/> </div>
	<div style="margin-left: 20px;"> <input type="checkbox"/> One Teach, One Assist </div>

		One Teach, One Observe
		Team Teaching
		Station Teaching
How To Include EL Supports in Lesson Notes:		Parallel Teaching
		Supplemental Teaching
		Alternative Teaching
	How to use the co-taught model(s) in the lesson:	
Outline of Learning Tasks for Today:		
Resources for Lesson that include EL supports:		

Supplemental Curriculum: Lessons 1-29

This supplemental curriculum supports a 9th grade English Language Arts Curriculum and is designed to support the integration of content and language development for English language learners using a co-taught model.

LESSON 1 / Day 1	
Stage 1 - Desired Results	
<p>MN Standard / Benchmark(s): W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. 9.3.1.2 Contribute to 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, demonstrating preparation for the discussion. 9.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable.</p>	
<p>WIDA Standard(s): ELD-LA. 9-12. Inform. Expressive #3 Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships ELD-LA. 9-12. Narrative. Expressive #1-4 ELD-LA. 9-12. Inform. Expressive #1- 4 ELD-LA. 9-12. Argue. Expressive #1-4</p>	
<p>Content Objective(s):</p> <ul style="list-style-type: none"> Students will be able to write to reflect on their lived experiences such as their passions and communities. 	<p>Language Objective(s):</p> <ul style="list-style-type: none"> Students will be able to write to reflect on their lived experiences such as their passions and communities by using a variety of verb tenses such as past, present, and future with the support of sentence starters.
Stage 2 - Evidence	
<p>Continuum of Assessment Methods:</p> <p> <input checked="" type="checkbox"/> Informal Check for Understanding <input checked="" type="checkbox"/> Quiz/Test <input checked="" type="checkbox"/> Performance Task/Project <hr/> <input checked="" type="checkbox"/> Observation/Dialogue <input checked="" type="checkbox"/> Academic Prompt <input checked="" type="checkbox"/> Teachers will observe student responses as they write during the silent discussion and clarify </p>	

with their table group their answers. By doing this, teachers are gaging for understanding of the question (if students are reflecting on their lived experiences) as well as observing verb tenses being used.

Stage 3 - Planning for Learning

Sentence Frames/Starters:

- Being an individual means _____.
- Being a part of a community means _____ . I think this because _____.
- Traits of an inclusive high school community are _____.
- During reading time, I expect _____ from myself. I expect _____ from my classmates and _____ from my teachers.
- Actions of individuals impact the larger community by _____.

Vocabulary (Tier 2 & 3)

- inclusive
- impact
- community

Scaffolds/Supports

- Modeling question response
- Sentence Frames
- Small Groups
- Rephrasing the question being asked
- Translanguaging (using native language)

Co-Taught Model(s) Used

	One Teach, One Assist
	One Teach, One Observe
<input checked="" type="checkbox"/>	Team Teaching
	Station Teaching
	Parallel Teaching
	Supplemental Teaching
	Alternative Teaching

How To Include EL Supports in Lesson Notes:

Teachers can write sentence starters for the silent discussion on the board, in their slideshow, or edit the resource handout to include the starters. Teachers should encourage translanguaging which is the use of native language.

On the resource handout, the questions are rephrased below the original question

How to use the co-taught model(s) in the lesson:

Team Teaching: One teacher will introduce the new unit and go over today's objective. The other teacher will review the unit's essential questions. Together, the teachers will take turns modeling a question

<p>in order to prompt thinking for the student about their response.</p> <p>Teachers will model a question response before the class begins silent discussion on their own. Be sure to include sentence starters in response and various verb tenses. Teachers can highlight various verb tenses used.</p> <p>Silent discussion is done in small groups, however, students are cooperatively responding to each other via writing.</p>	<p>response for students and highlighting/making note of verb tenses that should be used.</p>
<p>Outline of Learning Tasks for Today:</p> <ul style="list-style-type: none"> ● Unit Launch: Introduction on Communities <ul style="list-style-type: none"> ○ Preview unit essential questions, have “silent discussion”; follow up tomorrow <ul style="list-style-type: none"> ■ Do a practice response together first, then try on own and begin discussion at table groups ● Pick out choice book to read for the quarter <ul style="list-style-type: none"> ○ Go over how to pick the “just right” book 	
<p>Resources for Lesson that include EL supports:</p> <ul style="list-style-type: none"> ● Unit Launch: Essential Questions Silent Discussion Document <p>Discussion Pages for Essential Questions Silent Discussion:</p>	

Community Unit
Essential Questions

Directions: If you are the first person to write, you will answer the question. When we rotate the paper, you will have 2 options for responding to the question. You need to write **1-2 complete sentences**.

1. Answer the question
AND/OR
2. Respond to your classmate's answer - Do you agree, disagree and why? Do you have anything to add?

Question 1: What does it mean to be an individual? Part of a community? How do you balance both your individuality and being a community member?

Community Unit
Essential Questions

Directions: If you are the first person to write, you will answer the question. When we rotate the paper, you will have 2 options for responding to the question.

You need to write **1-2 complete sentences**.

1. Answer the question
AND/OR
2. Respond to your classmate's answer - Do you agree, disagree and why? Do you have anything to add?

Question 2: What are the traits of an **inclusive** high school community? To be **inclusive** means to include people.

Community Unit
Essential Questions

Directions: If you are the first person to write, you will answer the question. When we rotate the paper, you will have 2 options for responding to the question. You need to write **1-2 complete sentences**.

1. Answer the question
AND/OR
2. Respond to your classmate's answer - Do you agree, disagree and why? Do you have anything to add?

Question 3: What makes a community of readers/writers? Think about: What do you expect from yourself during reading and writing time, your classmates and your teachers?

Community Unit
Essential Questions

Directions: If you are the first person to write, you will answer the question. When we rotate the paper, you will have 2 options for responding to the question.

You need to write **1-2 complete sentences**.

1. Answer the question
AND/OR
2. Respond to your classmate's answer - Do you agree, disagree and why? Do you have anything to add?

Question 4: How do the actions/decisions of individuals impact the larger community? Think about: How can your actions or decisions as a person positively or negatively impact the larger community you belong to?

LESSON 2 / Day 2

Stage 1 - Desired Results

MN Standard / Benchmark(s):

W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.

9.2.2.2 Write to reflect how personal identities and the intersection of identities inform perspective.

9.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable.

WIDA Standard(s):

ELD-LA. 9-12. Inform. Expressive

#1 Introduce and define a topic and/or entity for audience

#3 Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships

Content Objective(s):

- Students will be able to write to reflect on their personal identities/experiences about inclusivity in high school.

Language Objective(s):

- Students will be able to write to reflect on their personal identities about inclusivity at the high school level by using an opinion connector such as *I think, In my opinion, In my view, I believe that* with support of sentence starters and a list of opinion connectors.

Stage 2 - Evidence

Continuum of Assessment Methods:



Informal Check for Understanding



Quiz/Test



Performance Task/Project



Observation/Dialogue



Academic Prompt



Teachers will be using an academic prompt as the assessment method. The prompt is the journal question that students will be responding to. Students will be turning this journal assignment in for credit and teacher feedback will be given once turned in. This academic prompt addresses the content and language objectives for today.

Stage 3 - Planning for Learning															
<p>Sentence Starters/Frames:</p> <ul style="list-style-type: none"> ● In my opinion/I think that/I believe traits of an inclusive high school community are _____. ● An inclusive community looks like _____. An inclusive community sounds like _____. ● One example of being inclusive is _____. Another example of being inclusive is _____. ● It is important to be inclusive because _____. 	<p>Vocabulary (Tier 2 & 3)</p> <ul style="list-style-type: none"> ● inclusive / inclusivity ● traits 														
<p>Scaffolds/Supports</p> <ul style="list-style-type: none"> ● Sentence starters ● Modeling - journal and MLA format ● Highlighting the opinion connector 	<p>Co-Taught Model(s) Used</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;">One Teach, One Assist</td> </tr> <tr> <td></td> <td>One Teach, One Observe</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>Team Teaching</td> </tr> <tr> <td></td> <td>Station Teaching</td> </tr> <tr> <td></td> <td>Parallel Teaching</td> </tr> <tr> <td></td> <td>Supplemental Teaching</td> </tr> <tr> <td></td> <td>Alternative Teaching</td> </tr> </table>		One Teach, One Assist		One Teach, One Observe	<input checked="" type="checkbox"/>	Team Teaching		Station Teaching		Parallel Teaching		Supplemental Teaching		Alternative Teaching
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	One Teach, One Observe														
<input checked="" type="checkbox"/>	Team Teaching														
	Station Teaching														
	Parallel Teaching														
	Supplemental Teaching														
	Alternative Teaching														
<p>How To Include EL Supports in Lesson Notes:</p> <p>You can write the sentence starters in the slideshow; highlight them in the example; post them separately in your school's online platform in a document.</p> <p>You should model the MLA format style and create the document for journal #1 together as a class.</p> <p>You preview the journal questions, then show the example as a model for students. Highlight the opinion connector that is used and discuss what that is. Share the connector list with students. Have them</p>	<p>How to use the co-taught model(s) in the lesson:</p> <p>Team Teaching: The ELA teacher can lead the MLA format set up for the document and the EL teacher can lead going through the example and making sure to address the language piece.</p>														

highlight the connector they chose in their journal before they turn it in.

Outline of Learning Tasks for Today:

- Do a share out of essential questions silent discussion responses
- Introduce MLA format for journaling / discuss journal expectations
 - Do MLA formatting together
- Community Journal #1 - *What are the traits of an inclusive high school community? What does an inclusive community look like, sound like, and feel like? What are some examples of being inclusive? Why is it important to be inclusive?*
 - Introduce journal
 - Read example
 - Journal work time

Resources for Lesson that include EL supports:

- Journal #1 [example](#)
- Sentence starters for journal #1 (see sentence starter box above)
- Opinion [Connector List](#)

Your Name

Ms. Ruiz / Ms. Brown

English 9 P.5

12 September 2023

EXAMPLE Community Journal #1

I believe traits of an inclusive high school community are people being kind, caring, respectful and collaborative. An inclusive community looks like students working together, teachers helping students and students working hard. An inclusive community sounds like students saying kind and positive things to one another, as well as being respectful with their words. One example of being inclusive is when a student needs help with understanding an assignment or has a question. Another example of being inclusive is asking if someone is doing ok when they may look upset or sad. It is important to be inclusive because it creates a welcoming atmosphere for students and makes it a safe, engaging, and enjoyable place to come to everyday.

Opinion Connectors List

- | | |
|--|---|
| <ul style="list-style-type: none">● I think● In my opinion● In my view● I believe | <ul style="list-style-type: none">● Personally, I think● In my experience, I think● I feel that |
|--|---|

LESSON 3 / Day 3**Stage 1 - Desired Results****MN Standard / Benchmark(s):**

R2 Read and comprehend independently, A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives of identities like and unlike their own from dominant, nondominant, and marginalized social groups.

9.1.2.1 Read independently and self-monitor understanding of grade-level text and independently annotate learning, independently applying strategies when meaning breaks down, including, but not limited to consulting resources for more information.

9.1.2.2 Select, read, and comprehend texts that address academic tasks, proficiently at grade 9 text complexity.

WIDA Standard(s):**ELD-LA. 9-12. Argue. Interpretive**

Analyzing use of rhetoric and details to advance point of view or purpose

Content Objective(s):

- Students will be able to create classroom norms in order to establish classroom community expectations.

Language Objective(s):

- Students will be able to create classroom norms in order to establish classroom community expectations by using an opinion connector such as *I think, In my opinion, In my view, I believe that* with support of sentence starters and a list of opinion connectors.

Stage 2 - Evidence**Continuum of Assessment Methods:**

Informal Check for Understanding



Quiz/Test



Performance Task/Project



Observation/Dialogue



Academic Prompt



The assessment method that is used is observation/dialogue. Teachers will be able to gauge student understanding of content and language objectives through the share out of classroom norms/expectations that students come up with.

Stage 3 - Planning for Learning															
<p>Sentence Starters/Frames:</p> <ul style="list-style-type: none"> ● I think that _____ because _____. ● In my view _____. ● I believe that _____ because _____. ● I also think that _____ because _____. ● I disagree because _____. 	<p>Vocabulary (Tier 2 & 3) From the Story: “Kingdom with No Rules”</p> <ul style="list-style-type: none"> ● laws / law firm ● majestic ● roaring river ● cottages ● hail ● umpires 														
<p>Scaffolds/Supports</p> <ul style="list-style-type: none"> ● Sentence starters/frames ● Highlighted key vocabulary in the reading ● Including pictures to set the scene for the story if possible. ● Translanguaging (use of native language) 	<p>Co-Taught Model(s) Used</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px;"></td> <td>One Teach, One Assist</td> </tr> <tr> <td></td> <td>One Teach, One Observe</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>Team Teaching</td> </tr> <tr> <td></td> <td>Station Teaching</td> </tr> <tr> <td></td> <td>Parallel Teaching</td> </tr> <tr> <td></td> <td>Supplemental Teaching</td> </tr> <tr> <td></td> <td>Alternative Teaching</td> </tr> </table>		One Teach, One Assist		One Teach, One Observe	<input checked="" type="checkbox"/>	Team Teaching		Station Teaching		Parallel Teaching		Supplemental Teaching		Alternative Teaching
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	Parallel Teaching														
	Supplemental Teaching														
	Alternative Teaching														
<p>How To Include EL Supports in Lesson Notes:</p> <p>During the reading, you can stop at the key vocabulary words (highlighted) and quickly check if students know the meaning or if you need to share the meaning. Using pictures can be helpful.</p> <p>For the discussion part, students will have a chance to brainstorm their ideas prior to sharing out with the class. Students may use their native language for support if needed. Please state this. This is when the sentence starters / frames can be put on the board for all to see. Students can copy the frames onto their sticky notes and then be ready to share with the whole group.</p>	<p>How to use the co-taught model(s) in the lesson:</p> <p>Team Teaching: Both teachers can take turns reading the story. One teacher can explain the sticky note and classroom norms discussion directions and make note of using opinion connectors to create a full thought or complete sentence that states the students’ viewpoint on a classroom norm. The other teacher can lead the share out after.</p>														

Outline of Learning Tasks for Today:

- Read Kingdom with No Rules as a class
- Develop Class Norms
 - Time for students to brainstorm in groups using sticky notes/post on board
 - Share out as a class and write the class norms together

Resources for Lesson that include EL supports:

- Opinion connector sentence starters [document](#)
- Highlighted vocabulary words in “[Kingdom with No Rules](#)”

The Kingdom with No Rules, No Laws, and No King

by Norman Stiles

Once upon a time a young boy named Benjamin lived in a kingdom that had no rules and no laws of any kind.

It also had no king...but let's not get into that now.

It did have: majestic mountain ranges, roaring rivers, really cool castles, cutesy cottages, beautiful birds and adorable furry animals, great weather, miles of beaches, perfect waves, all kinds of excellent trees great for climbing, and a more than adequate number of benches for people to sit on.

One day, Benjamin was sitting on one of these benches, with his father, mother, and big sister. He was wearing a cowboy hat, and they were all eating chocolate ice cream cones. All of a sudden, a guy walked up to Benjamin, did a sort of silly dance, took Benjamin's cone right out from under his tongue, and ran off licking it.

“Hey! That guy took my chocolate ice cream cone!” Ben yelled.

“I noticed,” said his father, licking his own ice cream. “He made a nice move on you.”

“Guess he was in the mood for some chocolate ice cream, dear,” said his mother sweetly.

“You have to learn not to pay attention to silly dances when you're eating ice cream,” his big sister said.

Remember, this was a kingdom without rules or laws of any kind. So, there were no rules or laws about taking ice cream cones that didn't belong to you.

Benjamin still wanted more ice cream. So he reached over and took his sister's cone.

She immediately and matter-of-factly snatched her mother's cone.

Benjamin's father quickly gulped his ice cream down in one bite just as Ben's mother was about to grab it

Opinion Connectors List

- I think
- In my opinion
- In my view
- I believe

- Personally, I think
- In my experience, I think
- I feel that

LESSON 4, 5, 6 / Day 4, 5, 6**Stage 1 - Desired Results****MN Standard/ Benchmark(s):**

W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

9.2.1.1 Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.

W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.

9.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable.

WIDA Standard(s):

ELD-LA. 9-12. Narrate. Expressive

#4 Engage and adjust for audience

ELD-LA. 9-12. Inform. Expressive

#4 Develop coherence and cohesion throughout text

Content Objective(s):

- Students will be able to write about themselves (their identity) in order to introduce themselves in their classroom community.

Language Objective(s):

- Students will be able to write about themselves (their identity) in order to introduce themselves in their classroom community by using present tense verbs with the support of a graphic organizer.

Stage 2 - Evidence**Continuum of Assessment Methods:**

Informal Check for Understanding



Quiz/Test



Performance Task/Project



Observation/Dialogue



Academic Prompt



The assessment method used is academic writing prompt. Students are exploring who they are as people and sharing themselves with their high school classroom community. Teachers will be able to gauge student understanding of content and language objectives by the final outcome of these writing pieces.

Stage 3 - Planning for Learning															
<p>Sentence Starters/Frames:</p> <ul style="list-style-type: none"> • See graphic organizer in resources section for sentence starters for paragraph writing 	<p>Vocabulary (Tier 2 & 3) (from the reading)</p> <ul style="list-style-type: none"> • journalist • nonthreatening • charmed • amassed • catapulting 														
<p>Scaffolds/Supports</p> <ul style="list-style-type: none"> • Chunking the directions document into chunks • Bulleted list of ideas for writing • A graphic organizer for writing 	<p>Co-Taught Model(s) Used</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;">One Teach, One Assist</td> </tr> <tr> <td></td> <td>One Teach, One Observe</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> Day 4</td> <td>Team Teaching</td> </tr> <tr> <td></td> <td>Station Teaching</td> </tr> <tr> <td></td> <td>Parallel Teaching</td> </tr> <tr> <td></td> <td>Supplemental Teaching</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> Day 5/6</td> <td>Alternative Teaching</td> </tr> </table>		One Teach, One Assist		One Teach, One Observe	<input checked="" type="checkbox"/> Day 4	Team Teaching		Station Teaching		Parallel Teaching		Supplemental Teaching	<input checked="" type="checkbox"/> Day 5/6	Alternative Teaching
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<p>How To Include EL Supports in Lesson Notes:</p> <p>Day 4: Introduce the assignment in chunks by using the directions sheet to look at the 3 different parts. As part of introducing the assignment, show students the graphic organizer and how that can help with their writing process.</p> <p>Day 5: As students feel stuck, continue to refer to the graphic organizer as a resource for writing.</p> <p>Day 6: As students feel stuck, continue to refer to the graphic organizer as a resource for writing.</p>	<p>How to use the co-taught model(s) in the lesson:</p> <p>Team Teaching (Day 4): One teacher can introduce Part 1 of the assignment and read the article. The other teacher can introduce Part 2 of the assignment and show the graphic organizer that students can use for support. State that this should be focused in the present tense (point to verb choice in graphic organizer) because it is focused on things students currently enjoy/like to do.</p> <p>Alternative Teaching (Day 5 and 6): One teacher will stay in the room with the majority of students while the other teacher pulls out small groups to work with students on writing and editing their work. Teachers could switch off with</p>														

	who is pulling groups out for guided support.
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Outline of Learning Tasks for Today:

- Day 4 - Humans of “*Name of School*” Assignment
 - Read “A fisherman in a New York’s Sea of Faces” to understand purpose of assignment
 - Introduce Assignment
 - Worktime
- Day 5 - Work day on Humans of “*Name of School*” Assignment
 - Guided writing groups
- Day 6 - Work day on Humans of “*Name of School*” Assignment
 - Guided writing groups

Resources for Lesson that include EL Supports:

- Day 4/5/6:
 - Humans of “*Name of School*” [Assignment Doc](#)
 - [Graphic Organizer](#) for the assignment

Humans of "Name of your School"

Task: To write and share a piece that introduces you to our learning community and shares something that you believe in, care about, and are willing to speak up for and defend.

Audience: Our ____ High School community

Purpose: To introduce yourself to our team using a carefully constructed writing piece and presentation shared through flipgrid.

Part 1: Reading

- As a class, we will read the article about photojournalist Brandon Stanton, [A Fisherman in New York's Sea of Faces](#), to see the basis for this idea. Remember that Brandon interviewed others, but you will not be doing that. Instead, as we are reading the article and learning about his work, think about what you will share about yourself.

Part 2: Writing

Directions:

<p>In a google doc, type 6-10 sentence paragraph telling us about yourself. Remember, this is to help us (your teachers) get to know you better!</p> <p>Here are some ideas to get you started →</p>	<ul style="list-style-type: none"> ● My name is _____, but my friends call me _____. ● My name is _____, and I am a freshman at _____ HS. ● Hobbies/things you like doing ● Favorite things ● Passions ● Family ● Culture
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Part 3: Finalizing Your Writing

- Your writing must be free of spelling and grammatical errors. Edit carefully!
- Make sure your work reveals something unique about you and gives us a great first impression.
- Submit your typed paragraph to Schoology.

-
- Print your final product. All of them will be posted in the display case and/or near our classroom. Make the final copy visually attractive, colorful (colored pencils/crayons), and fill up the entire page with the picture and paragraph.
- After you have printed, we will share these with your classmates by doing a gallery walk.

Graphic Organizer: Humans of _____ High School

Directions:

<p>In a google doc, type 6-10 sentence paragraph telling us about yourself. Remember, this is to help us (your teachers) get to know you better!</p> <p>Here are some ideas to get you started →</p>	<ul style="list-style-type: none"> ● My name is _____, but my friends call me _____. ● My name is _____, and I am a freshman at _____ HS. ● Hobbies/things you like doing ● Favorite things ● Passions ● Family ● Culture
--	--

Paragraph Graphic Organizer:

My name is _____ and I am a freshman at _____ high school.

Things I enjoy doing are _____, _____, and _____. My favorite thing to do is _____ because _____. I am very passionate about _____. It is something I have always loved.

Something else that brings my happiness is _____. In my family I have ____ (list family members) _____. My family and I like to _____.

LESSON 7 / Day 7**Stage 1 - Desired Results****MN Standard / Benchmark(s):**

LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.

9.3.1.2 Contribute to 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, demonstrating preparation for the discussion.

9.3.1.3 Request and utilize constructive feedback for use in revising work

WIDA Standard(s):

ELD-LA. 9-12. Narrate. Expressive
Engage and adjust for audience.

Content Objective(s):

- Students will be able to positively comment on their peers' work by writing a connection or a comment for the gallery walk.

Language Objective(s):

- Students will be able to positively comment on their peers' work by writing a connection or a comment by using positive feedback language with support of sentence starters.

Stage 2 - Evidence**Continuum of Assessment Methods:**

- Informal Check for Understanding
 Quiz/Test
 Performance Task/Project
 Observation/Dialogue
 Academic Prompt

The method for assessment is an informal check for understanding. Teachers can gauge student understanding of content and language objectives by observing post-it notes on student work during the gallery walk.

Stage 3 - Planning for Learning**Sentence Starters/Frames:**

- See positive feedback language sentence starters in the resources section

Vocabulary (Tier 2 & 3)

- gallery
- reading zone

Scaffolds/Supports <ul style="list-style-type: none"> • Table groups for gallery walk • Sentence starters for writing on sticky notes 	Co-Taught Model(s) Used	
		One Teach, One Assist
		One Teach, One Observe
	✓	Team Teaching
		Station Teaching
		Parallel Teaching
How To Include EL Supports in Lesson Notes: Share the sentence starters on the board when you discuss what positive feedback language is. Then, give each student a half sheet of paper with the sentence stems on them and 3 post-it notes. Students will take the half sheet with them into the hallway so they can reference it while they write their comments.		Supplemental Teaching
		Alternative Teaching
	How to use the co-taught model(s) in the lesson: Team Teaching: One teacher explains the gallery walk process including what positive feedback language is and how to use it. The other explains the reading zone and reading time expectations for today. One teacher can monitor/support students in the hallway doing gallery walk (assignments are hung up outside the classroom) while the other teacher monitors the readers.	
Outline of Learning Tasks for Today: <ul style="list-style-type: none"> • Gallery Walk: Humans of “<i>Name of School</i>” • Discuss Reading Zone and Reading Time Expectations • Reading Time 		
Resources for Lesson that include EL supports: <ul style="list-style-type: none"> • Sentence starters for gallery walk using sticky notes to write 		

Positive Feedback Language Sentence Starters

- I like how you mentioned _____ because I do that too.
- I was interested when you said _____ because _____.
- I enjoyed reading your paragraph because _____.
- I also like to _____.
- My favorite thing is _____ too.
- I would really like to learn more about _____.
- I was wondering if you _____.
- Can you tell me more about _____?

LESSON 8 / Day 8**Stage 1 - Desired Results****MN Standard / Benchmark(s):**

W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.

9.2.2.2 Write to reflect how personal identities and the intersection of identities inform perspective.

9.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable.

WIDA Standard(s):

ELD-LA. 9-12. Inform. Expressive

#1 Introduce and define a topic and/or entity for audience

#3 Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships

Content Objective(s):

- Students will be able to write to reflect on their personal experiences about their school journey.

Language Objective(s):

- Students will be able to reflect on their personal experiences about their school journey by using adjective words for experiences in the opening statement with the support of sentence starters and adjectives list.

Stage 2 - Evidence**Continuum of Assessment Methods:**

Informal Check for Understanding Quiz/Test Performance Task/Project

Observation/Dialogue Academic Prompt

Teachers will be using an academic prompt as the assessment method. The prompt is the journal question that students will be responding to. Students will be turning this journal assignment in for credit and teacher feedback will be given once turned in. This academic prompt addresses the content and language objectives for today.

Stage 3 - Planning for Learning**Sentence Starters/Frames:**

- See sentence starter for opening statement in

Vocabulary (Tier 2 & 3)

- highs

resources section and graphic organizer	<ul style="list-style-type: none"> • lows 	
Scaffolds/Supports <ul style="list-style-type: none"> • Graphic Organizer • Sentence starter for opening statement • Adjective list to describe experiences 	Co-Taught Model(s) Used	
		One Teach, One Assist
		One Teach, One Observe
	✓	Team Teaching
		Station Teaching
How To Include EL Supports in Lesson Notes: The adjective list and graphic organizer can be printed or posted online in the school's platform for students to have access to it. These tools should be introduced and be shown how to use them first and then be shared with students.		Parallel Teaching
		Supplemental Teaching
		Alternative Teaching
	How to use the co-taught model(s) in the lesson: Team Teaching: One teacher can introduce the journal topic and graphic organizer. The other teacher can address what the opening statement/sentence should be and a reminder on what adjectives are and how to include them in the opening statement. Both teachers can circulate during work time to support students one on one.	
	Outline of Learning Tasks for Today: <ul style="list-style-type: none"> • Community Journal #2 - <i>What are three words (adjectives) to describe your school journey this far? What have been the highs and lows of your school journey to this point in your life? What are things you wish you could have changed about your school experiences?</i> <ul style="list-style-type: none"> ○ Introduce Journal ○ Show graphic organizer for journal with sentence starters ○ Journal work time • Reading Time 	
Resources for Lesson that include EL supports: <ul style="list-style-type: none"> • Journal #2 Graphic Organizer 		

- Sentence starter for opening statement (highlighted yellow in graphic organizer)
- [Adjectives for experiences](#) list

Journal #2 Graphic Organizer

Questions:

- **Opening Statement:** What are three words (adjectives) to describe your school journey this far?
- What have been the highs and lows of your school journey to this point in your life?
- What are things you wish you could have changed about your school experiences?

Three words to describe my school journey this far are ____ (adjective)_____, ____ (adjective)_____, and ____ (adjective)_____. The highs of my school journey are _____ and _____. I really enjoyed _____ because _____. There are two things I wish I could have changed, they are _____ and _____. I wish I could have changed these because _____.

Adjective List

Adjectives to get you started. You can use ones not from the list.

adventurous	exceptional	optimistic	funny	phenomenal
practical	fantastic	remarkable	incredible	bright
easygoing	joyful	kind	truthful	unbelievable
grateful	comfortable	peaceful	wonderful	proud
anxious	confused	disappointed	nervous	grumpy
tired	exhausting	helpless	defeated	embarrassed

LESSON 9 / Day 9**Stage 1 - Desired Results****MN Standard / Benchmark(s):**

LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.

9.3.1.2 Contribute to 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, demonstrating preparation for the discussion.

W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.

9.2.3.2 Vary word usage and sentence structure for effect, considering audience and context.

WIDA Standard(s):

ELD-LA. 9-12. Argue. Expressive

Introduce and develop precise claims and address counterclaims

Content Objective(s):

- Students will be able to identify and explain what type of characterization there is in a given text.

Language Objective(s):

- Students will be able to identify and explain what type of characterization there is in a given text by using the conjunction, *because*, with the support of sentence starters.

Stage 2 - Evidence**Continuum of Assessment Methods:**

Informal Check for Understanding Quiz/Test Performance Task/Project

Observation/Dialogue Academic Prompt

The assessment method used is an informal check for understanding. This check will be gauged during the characterization activity. Students will decide if the given prompt is direct or indirect and explain why. This addresses the content and language objectives for today.

Stage 3 - Planning for Learning															
<p>Sentence Starters/Frames:</p> <ul style="list-style-type: none"> ● We think it is _____ characterization because _____. ● We decided it is _____ characterization because _____. ● It is _____ characterization because _____. 	<p>Vocabulary (Tier 2 & 3)</p> <ul style="list-style-type: none"> ● characterization ● indirect characterization ● direct characterization 														
<p>Scaffolds/Supports</p> <ul style="list-style-type: none"> ● Whole group ● Small groups ● Graphic organizer for taking notes on today's lesson (guided note sheet) ● Video clips ● Pictures ● Sentence starters 	<p>Co-Taught Model(s) Used</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;">One Teach, One Assist</td> </tr> <tr> <td></td> <td>One Teach, One Observe</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>Team Teaching</td> </tr> <tr> <td></td> <td>Station Teaching</td> </tr> <tr> <td></td> <td>Parallel Teaching</td> </tr> <tr> <td></td> <td>Supplemental Teaching</td> </tr> <tr> <td></td> <td>Alternative Teaching</td> </tr> </table>		One Teach, One Assist		One Teach, One Observe	<input checked="" type="checkbox"/>	Team Teaching		Station Teaching		Parallel Teaching		Supplemental Teaching		Alternative Teaching
	One Teach, One Assist														
	One Teach, One Observe														
<input checked="" type="checkbox"/>	Team Teaching														
	Station Teaching														
	Parallel Teaching														
	Supplemental Teaching														
	Alternative Teaching														
<p>How To Include EL Supports in Lesson Notes:</p> <p>Instruction today will be done as a whole group and then the activity will be done in small groups.</p> <p>The graphic organizer for notes is what all students will use during note taking time/mini lesson time. In the mini lesson there are pictures and videos to do some examples of characterization together, as a class.</p> <p>Sentence starters sheet can be used during small group time when students need to come up with an answer of what type of characterization the group thinks it is. This supports complete sentence writing and using the conjunction, <i>because</i>, to give reason.</p>	<p>How to use the co-taught model(s) in the lesson:</p> <p>Team Teaching: Teachers can go back and forth during the slideshow to teach the lesson. While one is talking, the other walks around and ensures students are filling out notes, then teachers flip. For guided practice, each teacher will take a turn to do one prompt, there are four total. Each teacher does two.</p>														

Outline of Learning Tasks for Today:

- Mini Lesson on Characterization with guided practice
 - Teach characterization - students fill out notes sheet as teacher goes through slideshow
 - Guided practice activity for characterization
 - At table groups, students will listen to a paragraph with a picture and decide if it is direct or indirect characterization and give a reason why. Students will record their response on their mini whiteboard.

Resources for Lesson that include EL supports:

- Guided [notes sheet](#) for characterization lesson
- [Sentence starters](#) for characterization guided practice activity

Characterization Notes

English 9 Community Unit

_____	_____
<ul style="list-style-type: none"> ● The main character in the story ● Deals with a conflict they can hopefully overcome in some way ● Often the "hero" of the story 	<ul style="list-style-type: none"> ● The force working against the protagonist ● Often the "bad guy" or "villain" of the story

Character Types: We can describe characters in a story as...

	Character goes through a significant _____ over the course of the story.
Dynamic	**In a well-written story, at least the main character should be dynamic—_____ about him/herself—and therefore _____ in some way by the end of the story.
Static	_____ significantly change over the course of the story.

Round	Exhibits a full range of _____. They are believable as "real" people.
Flat	Are dominated by _____ traits.

Types of Characterization

_____	_____
Characterization	Characterization
<ul style="list-style-type: none"> The author _____ tells the reader about a character's appearance, personality, background, motivations, etc. 	<ul style="list-style-type: none"> The author gives the reader information about a character through "_____" us the character through their thoughts, actions, dialogue, etc. You may need to _____ what the characterization is saying about the character!
EX:	EX:
EX:	

Methods of Indirect Characterization:

- _____: characters reveal themselves through their language--what they say and how often they say it
- _____: characters reveal themselves as we "hear" them think through issues and experiences
- _____: characters reveal themselves by what they do and how they do it
- _____: sometimes the way characters look reveals something about their true selves--this would include the kind of clothes a character wears
- _____: sometimes what other characters say about a character reveals a part of his/her personality

Characterization Activity
Sentence Starters

- We think it is _____ characterization because _____.
- We decided it is _____ characterization because _____.
- It is _____ characterization because _____.

LESSON 10 / Day 10

Stage 1 - Desired Results

MN Standard / Benchmark(s):

R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

9.1.5.1 Evaluate the impact of an author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).

WIDA Standard(s):

ELD-LA. 9-12 Narrate. Interpretive

Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)

Content Objective(s):

- Students will be able to analyze direct and indirect characterization in a given text.

Language Objective(s):

- Students will be able to analyze direct and indirect characterization in a given text by using cause & effect connectors, such as, *therefore, as a result*, with the support of a scaffolded assignment and sentence starters.

Stage 2 - Evidence

Continuum of Assessment Methods:

- Informal Check for Understanding
 Quiz/Test
 Performance Task/Project

 Observation/Dialogue
 Academic Prompt

Informal check for understanding is the method of assessment. During the mini lesson and guided practice, teachers can check for understanding/gauge where students are at with meeting the content and language objectives.

Stage 3 - Planning for Learning

Sentence Starters/Frames:

- See the sentence starters in blue on the assignment page in the resources section.

Vocabulary (Tier 2 & 3)

- characterization
- indirect characterization
- direct characterization

Scaffolds/Supports <ul style="list-style-type: none"> • Subtitles on for “The Name Jar” story • Scaffolded assignment (we do, you do model) • Sentence starters in the assignment 	Co-Taught Model(s) Used		
	<input checked="" type="checkbox"/>	One Teach, One Assist	
		One Teach, One Observe	
		Team Teaching	
		Station Teaching	
How To Include EL Supports in Lesson Notes: <p>Turn on the subtitles for the video when listening to the book “The Name Jar”. This supports students when listening and comprehending the text.</p> <p>The assignment is broken down into a “we do” and “you do” section in order to model the expectations for what to do and how to identify characterization in a text. The sentence starters are in blue in the assignment as another layer of support for students to write in complete sentences.</p>		Parallel Teaching	
		Supplemental Teaching	
	<input checked="" type="checkbox"/>	Alternative Teaching	
	How to use the co-taught model(s) in the lesson: <p>One Teach, One Assist: One teacher will explain what to do and play the story. After, the same teacher will walk them through the first part (We Do) of the characterization assignment. The other teacher will walk around and support students with filling out the first page.</p> <p>Alternative Teaching: During the “you do” independent work time, one teacher can pull out a small group of students or rotate through a few groups for targeted support and check up on page 2 of the assignment worksheet. This part is based on their choice book they are reading.</p>		
Outline of Learning Tasks for Today: <ul style="list-style-type: none"> • Guided Practice on Characterization with “The Name Jar” <ul style="list-style-type: none"> ○ Listen to the story “The Name Jar” ○ Fill out Part 1 of characterization assignment together (we do) • Independent Practice: Choice Book Characterization Assignment <ul style="list-style-type: none"> ○ Students fill out Part 2 of characterization assignment according to their choice book (you do) 			

Resources for Lesson that include EL supports:

- Characterization [assignment organizer sheet](#)
 - Sentence starters are in blue on the assignment

Characterization Analysis Assignment

Part 1: We Do

Book Title:*The Name Jar* **Book Author:**_____

Thinking back to our lesson yesterday, define the two types of characterization in your own words.

The two types of characterization are _____ and _____.

_____ characterization is _____.

_____ characterization is _____.

As we read *The Name Jar*, identify two examples of characterization in Unhei.

DIRECT CHARACTERIZATION		INDIRECT CHARACTERIZATION	
Provide a direct quote that shows direct characterization for this character.	In complete sentences, what does this reveal/show about the character?	Provide an example of indirect characterization for this character. It does NOT have to be a direct quote, just an <i>example</i> .	In complete sentences, what does this reveal about the character?
Quote:	Therefore, this reveals that _____.	Example from text:	As a result, this reveals that _____.
Page #____		Page #____	

Characterization Analysis Assignment

Part 2: You Do

Due by: ___/___/___

Book Title: _____ Book Author: _____

As you read your book this week, choose two characters and identify two examples of characterization.

Character 1 _____		Character 2 _____	
Provide a direct quote that shows direct characterization for this character.	In complete sentences, what does this reveal/show about the character?	Provide an example of indirect characterization for this character. It does NOT have to be a direct quote, just an <i>example</i> .	In complete sentences, what does this reveal about the character?
DIRECT CHARACTERIZATION	Therefore, this reveals that _____.	INDIRECT CHARACTERIZATION	As a result, this reveals that _____.
Page # _____		Page # _____	

Who, of the two characters above, plays a bigger role in the story? How do you know this?

_____ plays a bigger role in the story. I know this because _____.

LESSON 11 / Day 11**Stage 1 - Desired Results****MN Standard /Benchmark(s):**

R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

9.1.5.1 Evaluate the impact of an author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).

WIDA Standard(s):

ELD-LA. 9-12 Narrate. Interpretive

Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)

Content Objective(s):

- Students will be able to analyze indirect characterization in a given text by identifying character traits and giving reason to justify their answer.

Language Objective(s):

- Students will be able to analyze indirect characterization in a given text by identifying character traits and giving reason to justify their answer by using cause & effect connectors, such as, *therefore, as a result*, with the support of a scaffolded assignment and sentence starters.

Stage 2 - Evidence**Continuum of Assessment Methods:**

- Informal Check for Understanding
 Quiz/Test
 Performance Task/Project
 Observation/Dialogue
 Academic Prompt

The method of assessment is an informal check for understanding. Teachers will be stationed at two stations to be able to gauge student understanding as they guide two stations. This method of assessment will allow for teachers to check for understanding of the content and language objectives.

Stage 3 - Planning for Learning**Sentence Starters/Frames:**

- See the indirect characterization worksheet

Vocabulary (Tier 2 & 3)

- characterization

in resources; sentence starters are in blue.	<ul style="list-style-type: none"> ● indirect characterization ● direct characterization 	
Scaffolds/Supports <ul style="list-style-type: none"> ● Small groups ● Character traits list ● Scaffolded stations activity sheet 	Co-Taught Model(s) Used	
		One Teach, One Assist
		One Teach, One Observe
		Team Teaching
	<input checked="" type="checkbox"/>	Station Teaching
How To Include EL Supports in Lesson Notes: Students will be working in small groups for stations. The assignment sheet is scaffolded in order to support students explaining the indirect characterization. Students identify the character trait they notice and then what exactly from the text displays that character trait. The character traits list is another support to help students identify those.		Parallel Teaching
		Supplemental Teaching
		Alternative Teaching
	How to use the co-taught model(s) in the lesson: Station Teaching: Each teacher will be at one of the stations (each station has one color crayon page from the book) to guide students as they read the page and discuss what indirect characterization they notice.	
Outline of Learning Tasks for Today: <ul style="list-style-type: none"> ● Guided Practice on Indirect Characterization with stations activity using “The Day the Crayons Quit” ● Finish Independent Practice (from previous day): Choice Book Characterization Assignment 		
Resources for Lesson that include EL supports: <ul style="list-style-type: none"> ● Indirect Characterization Stations Activity ● Character traits list 		

"The Day the Crayons Quit" Indirect Characterization

Color:	Trait & Explanation
Indirect Characterization: <ul style="list-style-type: none"> What are 2-3 character traits that were shown through this color? In complete sentences, EXPLAIN how you know... What clues in the text revealed this character trait? <ul style="list-style-type: none"> The clues in the text were _____, therefore showing indirect characterization. In the text it says _____, therefore showing indirect characterization. 	Trait #1: Explanation: Trait #2: Explanation: Trait #3: Explanation:

Color:	Trait & Explanation
Indirect Characterization: <ul style="list-style-type: none"> What are 2-3 character traits that were shown through this color? In complete sentences, EXPLAIN how you know... What clues in the text revealed this character trait? 	Trait #1: Explanation: Trait #2: Explanation: Trait #3: Explanation:

Color:	Trait & Explanation
Indirect Characterization: <ul style="list-style-type: none"> What are 2-3 character traits that were shown through this color? In complete sentences, EXPLAIN how you know... What clues in the text revealed this character trait? 	Trait #1: Explanation: Trait #2: Explanation: Trait #3: Explanation:

Color:	Trait & Explanation
Indirect Characterization: <ul style="list-style-type: none"> What are 2-3 character traits that were shown through this color? In complete sentences, EXPLAIN how you know... What clues in the text revealed this character trait? 	Trait #1: Explanation: Trait #2: Explanation: Trait #3: Explanation:

Character Traits List

active	funny	outgoing
adventurous	gentle	peaceful
affectionate	generous	pleasant
alert	good	polite
ambitious	graceful	popular
bold	grateful	powerful
bright	groovy	quick
brave	happy	quiet
calm	helpful	quirky
cheerful	honest	rational
clever	honorable	reliable
confident	hopeful	responsible
cool	humorous	sensational
cooperative	intelligent	sensible
courageous	interesting	serious
courteous	jolly	skillful
curious	joyful	smart
daring	joyous	thankful
dependable	kind	thoughtful
determined	lively	trustworthy
eager	loving	understanding
easygoing	loyal	useful
energetic	mature	victorious
excited	mysterious	virtuous
expert	nice	warm
faithful	noble	wordy
fair	nurturing	youthful
friendly	obedient	
fun	original	

DAY 12: Reading Day for choice book. Check in with students about their book progress and/or listen to them read.

LESSON 13 / Day 13	
Stage 1 - Desired Results	
<p>MN Standard / Benchmark(s): W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice. 9.2.2.2 Write to reflect how personal identities and the intersection of identities inform perspective. 9.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable.</p>	
<p>WIDA Standard(s): ELD-LA. 9-12. Inform. Expressive #1 Introduce and define a topic and/or entity for audience #3 Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</p>	
<p>Content Objective(s):</p> <ul style="list-style-type: none"> Students will be able to write to reflect on their personal expectations of what makes a community of readers and writers. 	<p>Language Objective(s):</p> <ul style="list-style-type: none"> Students will be able to reflect on their personal expectations of what makes a community of readers and writers by using sequencing connectors, such as, <i>first, second, third, lastly</i>, with the support of a graphic organizer.
Stage 2 - Evidence	
<p>Continuum of Assessment Methods:</p> <p> <input checked="" type="checkbox"/> Informal Check for Understanding <input checked="" type="checkbox"/> Quiz/Test <input checked="" type="checkbox"/> Performance Task/Project </p> <hr/> <p> <input checked="" type="checkbox"/> Observation/Dialogue <input checked="" type="checkbox"/> Academic Prompt </p> <p> <input checked="" type="checkbox"/> Teachers will be using an academic prompt as the assessment method. The prompt is the </p>	

journal question that students will be responding to. Students will be turning this journal assignment in for credit and teacher feedback will be given once turned in. This academic prompt addresses the content and language objectives for today.

Stage 3 - Planning for Learning

Sentence Starters/Frames:

- See the sentence starters in the graphic organizer in the resources section

Vocabulary (Tier 2 & 3)

- expectations
- community

Scaffolds/Supports

- List of sequencing connectors
- Graphic organizer for journal

Co-Taught Model(s) Used

One Teach, One Assist

One Teach, One Observe



Team Teaching

Station Teaching

How To Include EL Supports in Lesson Notes:

The sequencing connectors list is highlighted in the graphic organizer for students to see and use. Be sure to discuss this when giving directions.

The graphic organizer can be shared to all students to support with writing, especially including the sequencing connectors.

Parallel Teaching

Supplemental Teaching

Alternative Teaching

How to use the co-taught model(s) in the lesson:

Team Teaching: One teacher can introduce the journal topic and graphic organizer. The other teacher can address the sequencing connectors and go through that section in the graphic organizer and discuss its importance.

Outline of Learning Tasks for Today:

- Community Journal #3 - *What makes a community of readers and writers? What can you expect of your classmates, the teacher and you in a community of readers and writers?*
 - Introduce journal
 - Show graphic organizer with sentence starters
 - Journal work time
- Reading Time

Resources for Lesson that include EL supports:

- Journal #3 [graphic organizer](#)

Journal #3 Graphic Organizer

Questions:

- What makes a community of readers and writers?
Think about: What can you expect of your classmates, the teacher and you in a community of readers and writers?

Sequencing connectors to discuss expectations:

- First, second, third...
- Lastly
- Finally
- Next
- Then

First, I can expect my classmates to be _____ and _____ . This is important because _____ .

Second, I can expect my teacher to be _____, _____ and _____ . This is important because _____ . **Third**, I can expect to be _____ and _____ from myself. I have these expectations of myself because _____ . **Lastly**, when a community of readers and writers has high expectations for themselves and everyone, it can be a wonderful experience.

LESSON 14 / Day 14**Stage 1 - Desired Results****MN Standard / Benchmark(s):**

R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

9.1.5.1 Evaluate the impact of an author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).

WIDA Standard(s):

ELD-LA. 9-12. Narrate. Interpretive

Identify themes or central ideas that develop over the course of a text

Content Objective(s):

- Students will be able to identify the parts of a plot structure in a given text.

Language Objective(s):

- Students will be able to identify the parts of a plot structure from a given text by using sequencing connectors, such as, *first, second, third, lastly, next, then, finally* with the support of a graphic organizer.

Stage 2 - Evidence**Continuum of Assessment Methods:**

- Informal Check for Understanding
 Quiz/Test
 Performance Task/Project
 Observation/Dialogue
 Academic Prompt

The method of assessment is an informal check for understanding. Students will be filling out a worksheet during guided practice to check for understanding of the content and language objectives.

Stage 3 - Planning for Learning**Sentence Starters/Frames:**

- See the sentence starters in the plot structure guided practice worksheet in the resources section.

Vocabulary (Tier 2 & 3)

- plot
- exposition
- rising action
- climax
- falling action
- resolution

Scaffolds/Supports <ul style="list-style-type: none"> ● Whole group ● Small group ● Graphic organizer ● Sentence starters 	Co-Taught Model(s) Used	
		One Teach, One Assist
		One Teach, One Observe
	<input checked="" type="checkbox"/>	Team Teaching
		Station Teaching
How To Include EL Supports in Lesson Notes: During guided practice, students will receive a worksheet that is structured. In the worksheet, the sequencing connectors are listed in the plot structure. The number of sequence words in each box (or each section of the plot structure) is scaffolded so students know how many events to identify in the rising action, climax, and falling action.		Parallel Teaching
		Supplemental Teaching
		Alternative Teaching
	How to use the co-taught model(s) in the lesson: Team Teaching: Both teachers can go back and forth during the lesson to discuss each section of the plot structure (example, one teacher talks about exposition, the next does rising action, etc.). Then for the guided practice, each teacher can lead one since there are two Pixar short films to watch.	
Outline of Learning Tasks for Today: <ul style="list-style-type: none"> ● Mini Lesson on Plot with guided practice <ul style="list-style-type: none"> ○ Go through lesson - plot structure ○ Complete guided practice worksheet together (we do) 		
Resources for Lesson that include EL supports: <ul style="list-style-type: none"> ● Plot structure guided practice worksheet 		

Plot Structure Practice



Plot Structure Practice



Pixar Short Film #1

Exposition	What is the setting?
Rising Action	First, _____
	Second, _____
Climax	Then, _____
Falling Action	After, _____
	Next, _____
Resolution	Finally, _____

Pixar Short Film #2

Exposition	What is the setting?
Rising Action	First, _____
	Second, _____
Climax	Then, _____
Falling Action	After, _____
	Next, _____
Resolution	Finally, _____

LESSON 15/ Day 15

Stage 1 - Desired Results

MN Standard / Benchmark(s):

R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

9.1.5.1 Evaluate the impact of an author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).

WIDA Standard(s):

ELD-LA. 9-12. Narrate. Interpretive

Identify themes or central ideas that develop over the course of a text

Content Objective(s):

- Students will be able to identify and analyze the parts of a plot structure in a given text.

Language Objective(s):

- Students will be able to identify and analyze the parts of a plot structure from a given text by using sequencing connectors, such as, *first, second, third, lastly, next, then, finally* with the support of a graphic organizer.

Stage 2 - Evidence

Continuum of Assessment Methods:

- Informal Check for Understanding
 Quiz/Test
 Performance Task/Project
 Observation/Dialogue
 Academic Prompt

The method of assessment is an informal check for understanding. Students will be filling out a worksheet during guided practice to check for understanding of the content and language objectives.

Stage 3 - Planning for Learning

Sentence Starters/Frames:

- See the sentence starters in the plot structure guided practice worksheet in the resources section.

Vocabulary (Tier 2 & 3)

- plot
- exposition
- rising action
- climax
- falling action
- resolution

Scaffolds/Supports <ul style="list-style-type: none"> • Whole group • Small group • Graphic organizer • Sentence starters 	Co-Taught Model(s) Used <input checked="" type="checkbox"/>	
		One Teach, One Assist
		One Teach, One Observe
	<input checked="" type="checkbox"/>	Team Teaching
		Station Teaching
		Parallel Teaching
How To Include EL Supports in Lesson Notes: During guided practice, students will receive a worksheet that is structured. In the worksheet, the sequencing connectors are listed in the plot structure. The number of sequence words in each box (or each section of the plot structure) is scaffolded so students know how many events to identify in the rising action, climax, and falling action.		Supplemental Teaching
		Alternative Teaching
	How to use the co-taught model(s) in the lesson: Team Teaching: One teacher can do a review of identifying (naming) the parts of the plot structure. The other teacher can go through directions and share The Moth story for the activity. Both teachers can circulate the room during work time. One teacher can lead the share out after.	
Outline of Learning Tasks for Today: <ul style="list-style-type: none"> • Review of naming parts of plot structure - can do this on the board/screen • Guided practice of plot structure - a story from The Moth <ul style="list-style-type: none"> ○ Watch and listen to the story / students will get a digital copy of the story after ○ Work in groups to complete the plot diagram ○ Share out once every group finishes 		
Resources for Lesson that include EL supports: <ul style="list-style-type: none"> • Plot structure guided practice worksheet 		

Plot Structure Practice



The Moth Story #1

Exposition	What is the setting?
Rising Action	First, _____ Second, _____ Third, _____
Climax	Then, _____
Falling Action	After, _____ Next, _____
Resolution	Finally, _____

LESSON 16 / Day 16**Stage 1 - Desired Results****MN Standard / Benchmark(s):**

W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.

9.2.2.2 Write to reflect how personal identities and the intersection of identities inform perspective.

9.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable.

WIDA Standard(s):

ELD-LA. 9-12. Inform. Expressive

#1 Introduce and define a topic and/or entity for audience

#3 Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships

Content Objective(s):

- Students will be able to write to reflect about the online communities they are a part of.

Language Objective(s):

- Students will be able to write to reflect about the online communities they are a part of by using comparing and contrasting connectors with the support of a graphic organizer.

Stage 2 - Evidence**Continuum of Assessment Methods:**

Informal Check for Understanding



Quiz/Test



Performance Task/Project



Observation/Dialogue



Academic Prompt



Teachers will be using an academic prompt as the assessment method. The prompt is the journal question that students will be responding to. Students will be turning this journal assignment in for credit and teacher feedback will be given once turned in. This academic prompt addresses the content and language objectives for today.

Stage 3 - Planning for Learning	
Sentence Starters/Frames: <ul style="list-style-type: none"> ● See the sentence starters in the graphic organizer in the resources section 	Vocabulary (Tier 2 & 3) <ul style="list-style-type: none"> ● online community ● engage
Scaffolds/Supports <ul style="list-style-type: none"> ● Graphic organizer for journal ● List of comparing and contrasting connectors 	Co-Taught Model(s) Used
	One Teach, One Assist
	One Teach, One Observe
	<input checked="" type="checkbox"/> Team Teaching
	Station Teaching
	Parallel Teaching
	Supplemental Teaching
How To Include EL Supports in Lesson Notes: <p>The comparing and contrasting connectors are listed in the graphic organizer and highlighted in the sentence starters for students to see. Be sure to discuss these when giving directions.</p> <p>The graphic organizer can be shared to all students to support with writing, especially using comparing and contrasting sequencing connectors.</p>	Alternative Teaching
	How to use the co-taught model(s) in the lesson: <p>Team Teaching: One teacher can introduce the journal topic and graphic organizer. The other teacher can address the comparing and contrasting connectors and go through that section in the graphic organizer.</p>
Outline of Learning Tasks for Today: <ul style="list-style-type: none"> ● Community Journal #4 - <i>What online community/ies are you a part of? In what ways do you engage in your online community? In other words, how do you use it? Who is a part of your online community? How does your online community connect with or spill over into your real life? How are they similar or different?</i> <ul style="list-style-type: none"> ○ Introduce journal ○ Show graphic organizer with sentence starters ○ Journal work time ● Reading Time 	

Resources for Lesson that include EL supports:

- Journal #4 [Graphic Organizer](#)
- Comparing and contrasting connectors (listed on the graphic organizer)

Journal #4 Graphic Organizer

Questions:

1. What online community/ies are you a part of?
2. In what ways do you engage in your online community? In other words, how do you use it? Who is a part of your online community?
3. How does your online community connect with or spill over into your real life? How are they similar or different?

For question #3:

Comparing Connectors	Contrasting Connectors
<ul style="list-style-type: none"> ● Similarly ● In the same way ● Equally ● Like ● Likewise ● As with 	<ul style="list-style-type: none"> ● However ● Although ● But ● On the other hand ● Unlike ● Otherwise

I am a part of _____ online communities. I engage in these communities by _____ and _____.

The people in my online community include _____, _____ and _____.

My online community is similar to real life by _____.

_____ is like _____ in real life. Similarly, I have _____. On the other hand, _____ is different online than _____ in real life. Being a part of an online community can have positive and negative effects on your real life.

LESSON 17 / Day 17

Stage 1 - Desired Results

MN Standard / Benchmark(s):

R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

9.1.5.1 Evaluate the impact of an author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).

WIDA Standard(s):

ELD-LA. 9-12 Narrate. Interpretive

#2: Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)

Content Objective(s):

- Students will be able to identify and analyze types of conflict in a given text.

Language Objective(s):

- Students will be able to identify and analyze types of conflict in a given text by using the conjunction, *because*, to signal giving an explanation with the support of sentence starters.

Stage 2 - Evidence

Continuum of Assessment Methods:



Informal Check for Understanding



Quiz/Test



Performance Task/Project



Observation/Dialogue



Academic Prompt



The method of assessment is an informal check for understanding. Students will complete an activity that addresses the content and language objectives. The teachers will be able to gauge understanding as the activity progresses.

Stage 3 - Planning for Learning															
<p>Sentence Starters/Frames:</p> <ul style="list-style-type: none"> ● The external conflict is _____ . I know this because _____ . ● The internal conflict is _____ . I know this because _____ . <p>These are listed in the guided practice assignment worksheet.</p>	<p>Vocabulary (Tier 2 & 3)</p> <ul style="list-style-type: none"> ● conflict ● internal conflict ● external conflict ● society 														
<p>Scaffolds/Supports</p> <ul style="list-style-type: none"> ● Whole groups ● Graphic organizer for assignment ● Sentence starters in graphic organizer 	<p>Co-Taught Model(s) Used</p> <table border="1" style="width: 100%;"> <tbody> <tr> <td style="width: 50%;"></td> <td>One Teach, One Assist</td> </tr> <tr> <td></td> <td>One Teach, One Observe</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>Team Teaching</td> </tr> <tr> <td></td> <td>Station Teaching</td> </tr> <tr> <td></td> <td>Parallel Teaching</td> </tr> <tr> <td></td> <td>Supplemental Teaching</td> </tr> <tr> <td></td> <td>Alternative Teaching</td> </tr> </tbody> </table>		One Teach, One Assist		One Teach, One Observe	<input checked="" type="checkbox"/>	Team Teaching		Station Teaching		Parallel Teaching		Supplemental Teaching		Alternative Teaching
	One Teach, One Assist														
	One Teach, One Observe														
<input checked="" type="checkbox"/>	Team Teaching														
	Station Teaching														
	Parallel Teaching														
	Supplemental Teaching														
	Alternative Teaching														
<p>How To Include EL Supports in Lesson Notes:</p> <p>All students will receive the graphic organizer as that will support students with identifying and analyzing types of conflict in the short film. The sentence starters are also there in order to support students giving an explanation for their answer.</p>	<p>How to use the co-taught model(s) in the lesson:</p> <p>Team Teaching: When going through the mini lesson, one teacher can discuss one type of conflict (external) and the other can discuss the other type (internal). Then, when it comes to guided practice, each teacher can take the lead on guiding the class through a practice together since there will be two short films to watch. One teacher should address the sentence starters and the use of the word, <i>because</i>, to signal as a connector for giving an explanation.</p>														

Outline of Learning Tasks for Today:

- Mini Lesson on Conflict with guided practice
 - Go through mini lesson on conflict
 - Watch a few pixar films to identify types of conflict

Resources for Lesson that include EL supports:

- Guided practice [worksheet on conflict](#)

Conflict Practice

Conflict Practice

Pixar Film #1

Pixar Film #2

Conflict Type	Explain the events in the story that reflect each type of conflict
External	<p>What type of external conflict? Circle one. Character vs. Character Character vs. Nature Character vs. Society</p> <p>How do you know this? Explain. The external conflict is _____. I know this because _____.</p>
Internal	<p>What is the internal conflict? How do you know this? The internal conflict is _____. I know this because _____.</p>

Conflict Type	Explain the events in the story that reflect each type of conflict
External	<p>What type of external conflict? Circle one. Character vs. Character Character vs. Nature Character vs. Society</p> <p>How do you know this? Explain. The external conflict is _____. I know this because _____.</p>
Internal	<p>What is the internal conflict? How do you know this? The internal conflict is _____. I know this because _____.</p>

LESSON 18 / Day 18**Stage 1 - Desired Results****MN Standard / Benchmark(s):**

R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

9.1.5.1 Evaluate the impact of an author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).

WIDA Standard(s):

ELD-LA. 9-12 Narrate. Interpretive

#2: Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)

Content Objective(s):

- Students will be able to identify and analyze types of conflict in a given text.

Language Objective(s):

- Students will be able to identify and analyze types of conflict in a given text by using the conjunction, *because*, to signal giving an explanation with the support of sentence starters.

Stage 2 - Evidence**Continuum of Assessment Methods:**

- Informal Check for Understanding
 Quiz/Test
 Performance Task/Project
 Observation/Dialogue
 Academic Prompt

The method of assessment is an informal check for understanding. Students will complete an activity that addresses the content and language objectives. The teachers will be able to gauge understanding as the activity progresses.

Stage 3 - Planning for Learning**Sentence Starters/Frames:**

- The external conflict is _____ . I know this because _____ .
- The internal conflict is _____ . I know this because _____ .

Vocabulary (Tier 2 & 3)

- conflict
- internal
- external
- internal conflict
- external conflict
- society

<ul style="list-style-type: none"> • These two conflicts are related because _____. • The _____ conflict is the climax. I know this because _____. <p>These are listed in the guided practice assignment worksheet.</p>									
<p>Scaffolds/Supports</p> <ul style="list-style-type: none"> • Whole group • Small groups • Graphic organizer for assignment • Sentence starters in graphic organizer 	<p>Co-Taught Model(s) Used</p> <table border="1"> <tr> <td data-bbox="773 606 1036 680"></td> <td data-bbox="1036 606 1433 680">One Teach, One Assist</td> </tr> <tr> <td data-bbox="773 680 1036 756"></td> <td data-bbox="1036 680 1433 756">One Teach, One Observe</td> </tr> <tr> <td data-bbox="773 756 1036 831"><input checked="" type="checkbox"/></td> <td data-bbox="1036 756 1433 831">Team Teaching</td> </tr> <tr> <td data-bbox="773 831 1036 907"></td> <td data-bbox="1036 831 1433 907">Station Teaching</td> </tr> </table>		One Teach, One Assist		One Teach, One Observe	<input checked="" type="checkbox"/>	Team Teaching		Station Teaching
	One Teach, One Assist								
	One Teach, One Observe								
<input checked="" type="checkbox"/>	Team Teaching								
	Station Teaching								
<p>How To Include EL Supports in Lesson Notes:</p> <p>Choice for reading: students can read in their small groups, can read the story as a class or utilize an alternative teaching method and pull small groups of kids to work with on this assignment.</p> <p>The graphic organizer should be used for all students to ensure understanding and support of identifying conflict and the correct language to use to respond to the questions. The sentence starters are in the graphic organizer to support writing.</p>	<table border="1"> <tr> <td data-bbox="773 907 1036 982"></td> <td data-bbox="1036 907 1433 982">Parallel Teaching</td> </tr> <tr> <td data-bbox="773 982 1036 1058"></td> <td data-bbox="1036 982 1433 1058">Supplemental Teaching</td> </tr> <tr> <td data-bbox="773 1058 1036 1134"><input checked="" type="checkbox"/></td> <td data-bbox="1036 1058 1433 1134">Alternative Teaching</td> </tr> </table> <p>How to use the co-taught model(s) in the lesson:</p> <p>Team Teaching: Both teachers can contribute to explaining the assignment. Then both teachers can circulate the room during work time. One teacher can lead closure/wrap up.</p> <p>Alternative Teaching: This model can also be used if the EL teacher and/or ELA teacher feel it would be beneficial to work with a small group of students through this activity. Then, the other teacher would support the rest of the students in the room.</p>		Parallel Teaching		Supplemental Teaching	<input checked="" type="checkbox"/>	Alternative Teaching		
	Parallel Teaching								
	Supplemental Teaching								
<input checked="" type="checkbox"/>	Alternative Teaching								
<p>Outline of Learning Tasks for Today:</p> <ul style="list-style-type: none"> • Guided Practice for Conflict: Read “Thank You Ma’am” and identify conflict types with evidence; completed in groups. 									

- Share out at the end of class

Resources for Lesson that include EL supports:

- Guided practice [worksheet](#) for the short story “Thank You Ma’am”

Conflict Practice

Read the story “[Thank You, Ma’am](#)” by Langston Hughes.

Identify two MAIN conflicts within this story -- 1 internal and 1 external.

Conflict Type	Explain the events in the story that reflect each type of conflict
External	<p>What type of external conflict? Circle one. Character vs. Character Character vs. Nature Character vs. Society</p> <p>How do you know this? Explain. The external conflict is _____, I know this because _____</p>
Internal	<p>What is the internal conflict? How do you know this? The internal conflict is _____, I know this because _____</p>

Explain how these two internal and external conflicts are related:

These two conflicts are related because _____

Which of these two conflicts is the climax? How do you know?

The _____ conflict is the climax. I know this because _____

DAY 19: Reading Day for choice book. Check in with students about their book progress and/or listen to them read.

LESSON 20 / Day 20**Stage 1 - Desired Results****MN Standard / Benchmark(s):**

R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

9.1.5.1 Evaluate the impact of an author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).

WIDA Standard(s):

ELD-LA. 9-12. Narrate. Interpretive

Identifying themes or central ideas that develop over the course of a text

Content Objective(s):

- Students will be able to identify and distinguish the difference between the main idea and theme from a given text.

Language Objective(s):

- Students will be able to identify and distinguish the difference between the main idea and theme from a given text by using a variety of short and complex sentence structures with the support of sentence starters.

Stage 2 - Evidence**Continuum of Assessment Methods:**

- Informal Check for Understanding
 Quiz/Test
 Performance Task/Project
 Observation/Dialogue
 Academic Prompt

The method for assessment is an informal check for understanding. Students will be completing a worksheet during the guided practice. Teachers can gauge the check for understanding during the lesson and by looking over the worksheets once students have turned them in.

Stage 3 - Planning for Learning**Sentence Starters/Frames:**

- The main idea is _____.
- _____ is the main idea.
- The theme is (that) _____.

Vocabulary (Tier 2 & 3)

- main idea
- theme

<ul style="list-style-type: none"> • _____ is the theme. 		
Scaffolds/Supports <ul style="list-style-type: none"> • Small groups • Graphic organizer • Sentence starters 	Co-Taught Model(s) Used	
		One Teach, One Assist
		One Teach, One Observe
	<input checked="" type="checkbox"/>	Team Teaching
		Station Teaching
	How To Include EL Supports in Lesson Notes: For the guided practice, students will be in small groups and work with each other. Students will have a graphic organizer to follow that has sentence starters and types of sentences for completing the guided practice.	
		Supplemental Teaching
		Alternative Teaching
How to use the co-taught model(s) in the lesson: Team Teaching: One teacher will go over what the main idea is. The other teacher can go over the theme. When discussing the theme, be sure to discuss the difference between sentence types from main idea to theme. Then, each teacher can take lead leading one of the pixar short film activities since there are two.		
Outline of Learning Tasks for Today: <ul style="list-style-type: none"> • Mini Lesson on Theme with guided practice <ul style="list-style-type: none"> ○ Teach difference between main idea and theme ○ Practice with Pixar short films. Do one film together, then the other in their small groups with share out • Reading Time 		
Resources for Lesson that include EL supports: <ul style="list-style-type: none"> • Guided practice theme worksheet 		

Theme Practice

Short Films

Directions: Using a variety of sentence structures, write what the main idea is and what the theme is. There is a sentence starter box for you to use.

Sentence Starters:

<p>Main Idea (Remember: usually a short sentence or one-two word phrase)</p> <ul style="list-style-type: none"> • The main idea is _____. • _____ is the main idea. <p>Example: The main idea is kindness.</p>	<p>Theme: (complete sentence; can make a complex sentence)</p> <ul style="list-style-type: none"> • The theme is (that)_____. • _____ is the theme. <p>Example: The theme is that Kindness will take you far in life.</p>
--	---

Pixar Short Film #1

Main Idea → _____ _____ _____	Theme → _____ _____ _____
-------------------------------------	---------------------------------

Pixar Short Film #2

Main Idea → _____ _____ _____	Theme → _____ _____ _____
-------------------------------------	---------------------------------

LESSON 21/ Day 21**Stage 1 - Desired Results****MN Standard / Benchmark(s):**

R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

9.1.5.1 Evaluate the impact of an author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).

WIDA Standard(s):

ELD-LA. 9-12. Narrate. Interpretive

Identifying themes or central ideas that develop over the course of a text

Content Objective(s):

- Students will be able to identify and distinguish the difference between the main idea and theme from a given text.

Language Objective(s):

- Students will be able to identify and distinguish the difference between the main idea and theme from a given text by using a variety of short and complex sentence structures with the support of sentence starters.

Stage 2 - Evidence**Continuum of Assessment Methods:**

- Informal Check for Understanding
 Quiz/Test
 Performance Task/Project
 Observation/Dialogue
 Academic Prompt

The method for assessment is an informal check for understanding. Students will be completing a worksheet during stations. Teachers can gauge the check for understanding during the stations and by looking over the worksheets once students have turned them in.

Stage 3 - Planning for Learning**Sentence Starters/Frames:**

- The main idea is _____.
- _____ is the main idea.
- The theme is (that)_____.

Vocabulary (Tier 2 & 3)

- main idea
- theme

<ul style="list-style-type: none"> • _____ is the theme. • _____ 		
Scaffolds/Supports <ul style="list-style-type: none"> • Small groups • Graphic organizer • Sentence starters 	Co-Taught Model(s) Used	
	<input checked="" type="checkbox"/>	One Teach, One Assist
		One Teach, One Observe
		Team Teaching
How To Include EL Supports in Lesson Notes: Students will be in small groups for the station activity to collaboratively work together. They will use the worksheet/graphic organizer to guide them during stations. There are sentence starters included on the worksheet to remind students about sentence structure.	<input checked="" type="checkbox"/>	Station Teaching
		Parallel Teaching
		Supplemental Teaching
		Alternative Teaching
Outline of Learning Tasks for Today: <ul style="list-style-type: none"> • Guided Practice: Theme Stations <ul style="list-style-type: none"> ○ Students will have four stations to complete for identifying main idea and then creating a theme from 3 different types of text: fiction short story, nonfiction short story, and two song lyrics 	How to use the co-taught model(s) in the lesson: One Teach, One Assist: Prior to starting stations, students will take a few minutes to write down the differences between identifying the main idea and theme. One teacher can lead this, while the other supports. Station Teaching: Both teachers will lead a station. During the station, guide students when determining the main idea and theme and discussing how to construct their sentence to use a variety of sentence structure. Main idea uses a simple sentence; Theme uses simple to complex.	
	Resources for Lesson that include EL supports: <ul style="list-style-type: none"> • Theme stations document 	

Theme Stations

Part 1: Identify the two differences between Main Idea and Theme below.

Main Idea	Theme
•	•
•	•

Part 2: With your group, visit each station. Work together as a group to identify the main idea and theme of the story. You will each fill out your own sheet.

Sentence Starters:

<p>Main Idea (Remember: usually a short sentence or one-two word phrase)</p> <ul style="list-style-type: none"> • The main idea is _____. • _____ is the main idea. <p>Example: The main idea is kindness.</p>	<p>Theme: (complete sentence; can make a complex sentence)</p> <ul style="list-style-type: none"> • The theme is (that)_____. • _____ is the theme. <p>Example: The theme is that Kindness will take you far in life.</p>
--	---

Station 1: Thank You Ma'am Short Story

Main Idea → _____	Theme → _____
_____	_____

Station 2: Song Title _____

Main Idea → _____	Theme → _____
_____	_____

Station 3: Song Title _____

Main Idea → _____	Theme → _____
_____	_____

Station 4: "A Million Miles Away" Nasa Astronaut

Main Idea → _____	Theme → _____
_____	_____

DAY 22: Reading Day for choice book. Check in with students about their book progress and/or listen to them read.

LESSON 23 / Day 23**Stage 1 - Desired Results****MN Standard / Benchmark(s):**

R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

9.1.6.3 Delineate the argument and specific claims in a text; identify false statements and fallacious reasoning.

R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.

9.1.9.1 Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives, in the process of inquiry.

9.1.9.2 Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources, accessing additional sources as needed.

W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.

9.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable.

W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.

9.2.2.2 Write to reflect how personal identities and the intersection of identities inform perspective.

WIDA Standard(s):

ELD-LA. 9-12 Argue. Interpretive

#1 Identifying and summarizing central ideas of primary or secondary sources

ELD-LA. 9-12. Argue. Interpretive

#3 Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA. 9-12. Inform. Expressive

#1 Introduce and define a topic and/or entity for audience

#3 Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships

Content Objective(s):

- Students will be able to understand how their digital footprint can impact their legacy.
- Students will be able to write to reflect on their legacy and digital footprint.

Language Objective(s):

- Students will be able to write to reflect on their legacy and digital footprint by using conjunctions such as, *and* and *because*, to give detail with the support of graphic organizer and sentence starters.

Stage 2 - Evidence

Continuum of Assessment Methods:

- Informal Check for Understanding
 Quiz/Test
 Performance Task/Project
-
- Observation/Dialogue
 Academic Prompt

Teachers will be using an academic prompt as the assessment method. The prompt is the journal question that students will be responding to. Students will be turning this journal assignment in for credit and teacher feedback will be given once turned in. This academic prompt addresses the content and language objectives for today.

Stage 3 - Planning for Learning

Sentence Starters/Frames:

- See the sentence starters in the journal #5 graphic organizer in the resources section.

Vocabulary (Tier 2 & 3)

- legacy
- digital footprint

Scaffolds/Supports

- Graphic organizer for journal
- Highlighted conjunction words in graphic organizer
- Example for journal to model use of language and content

Co-Taught Model(s) Used

	One Teach, One Assist
	One Teach, One Observe
<input checked="" type="checkbox"/>	Team Teaching
	Station Teaching
	Parallel Teaching
	Supplemental Teaching
	Alternative Teaching
How to use the co-taught model(s) in the lesson: Team Teaching: One teacher can lead the mini	

How To Include EL Supports in Lesson Notes:

The graphic organizer is given to all students to ensure all students have support while writing the journal. The conjunctions are already highlighted so students can be aware of what they are and why they are used.

The example of the journal is used for modeling the journal expectations.

lesson. The other teacher will introduce the journal, going through the example and discuss the language objective about using conjunctions. Also, explicitly talking about the conjunctions using the example.

Outline of Learning Tasks for Today:

- Discuss what “legacy” and “digital footprint” mean mini lesson
- Look at journal example
- Community Journal #5 - *What kind of legacy do you want to leave behind at “your school name”? How do you want people to remember you? What are some choices you can make to achieve this legacy? What kind of digital footprint do you want to leave? Why is it important to think about your digital footprint?*
- Journal work time

Resources for Lesson that include EL supports:

- Journal #5 [Example](#)
- Journal #5 [Graphic Organizer](#)

Your Name

Ms. Ruiz / Ms. Brown

English 9, P.5

23 October 2023

Journal #5 Example

The legacy I want to leave behind is for people to remember me as a kind, good-hearted, and caring person. I want people to remember me this way because these are my core beliefs I have about myself and I want to make sure people remember that. Choices I can make to achieve this legacy are showing kindness to everyone, helping my classmates, and spreading joy. The kind of digital footprint I want to leave is a positive one. This means that how I interact online, I will do so in a positive way. It is important to think about my digital footprint because I am sharing an online version of myself. I want to continue to make good choices digitally because that can reflect who I am as a person in real life.

Journal #5 Graphic Organizer

Questions:

1. What kind of legacy do you want to leave behind at "your school name"?
 - a. How do you want people to remember you?
 - b. What are some choices you can make to achieve this legacy?
2. What kind of digital footprint do you want to leave?
 - a. Why is it important to think about your digital footprint?

The legacy I want to leave behind is _____ . I want people to remember me this way **because** _____ .

Choices I can make to achieve this legacy are _____ , _____ ,

and _____ . The kind of digital footprint I want to leave is

_____ . It is important to think about my digital footprint **because**

_____ .

LESSON 24, 25 / Day 24, 25**Stage 1 - Desired Results****MN Standard / Benchmark(s):**

R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.

9.1.9.1 Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives, in the process of inquiry.

9.1.9.2 Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources, accessing additional sources as needed.

W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.

9.2.3.1 Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing, and publication.

LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.

9.3.3.1 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

9.3.3.2 Create and share, individually or in a collaborative group, a piece of digital work or digital communication, for a specific purpose and audience, demonstrating understanding of digital footprint while respecting intellectual property.

WIDA Standard(s):

ELD-LA. 9-12. Inform. Expressive

#1 Introduce and define topic and/or entity for audience

#3 Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships

#4 Develop coherence and cohesion throughout text

Content Objective(s):

- Students will be able to create a vision board that reflects their personal identities in their social, online, and school communities as well as their legacy.

Language Objective(s):

- Students will be able to create a vision board that reflects their personal identities in their social, online, and school communities as well as their legacy by using short phrases and/or visual representations to represent the language of personal traits and characteristics with the support of a graphic organizer.

Stage 2 - Evidence**Continuum of Assessment Methods:**

Informal Check for Understanding



Quiz/Test



Performance Task/Project



Observation/Dialogue



Academic Prompt

The method for assessment is a project. Students will reflect on their journals they wrote to help determine pictures that reflect who they are as a person and in their social, online, and school communities. Students may use short phrases or one word in place of a picture. Students will be graded using a rubric.

Stage 3 - Planning for Learning

Sentence Starters/Frames:

- N/A because this assessment reflects using pictures and/or short one-two word phrases

Vocabulary (Tier 2 & 3)

- vision board
- social community
- online community
- school community
- legacy

Scaffolds/Supports

- Example to model the assessment expectations
- Visuals / pictures to represent personal and community attributes
- Graphic organizer / template to organize vision board

Co-Taught Model(s) Used

One Teach, One Assist

One Teach, One Observe

(Day 24)

Team Teaching

Station Teaching

How To Include EL Supports in Lesson Notes:

All students will get to have access to the example and template. The example models the vision board expectations and the template is to support students in creating their vision board.

Parallel Teaching

Supplemental Teaching

(Day 25)

Alternative Teaching

How to use the co-taught model(s) in the lesson:

Team Teaching: Both teachers will participate in introducing the assignment. One can show the example first so students can see expectations and the other can show the templates.

Alternative Teaching: One teacher can pull students out to work in small groups/check in on vision board progress; support students on figuring out attributes and turning them into

phrases or pictures.

Outline of Learning Tasks for Today:

Day 24:

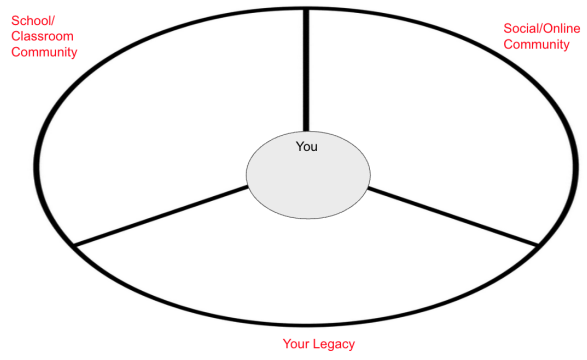
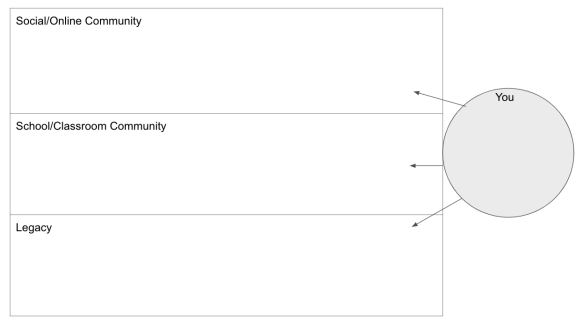
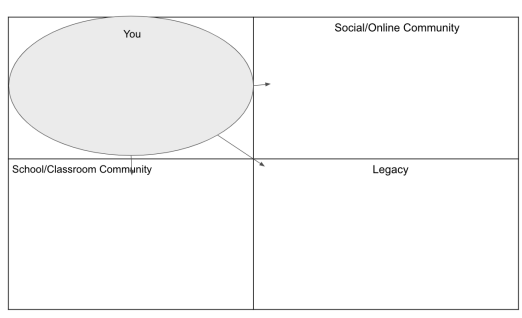
- Introduce Final Assessment (Part 1): Vision Board
- Vision Board work time

Day 25:

- Final Assessment (Part 1): Vision Board
 - Continue Vision Board work time

Resources for Lesson that include EL supports:

- Vision Board Template and Example



EXAMPLE

LESSON 26, 27, 28/ Day 26, 27, 28

Stage 1 - Desired Results

MN Standard / Benchmark(s):

R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.

9.1.9.1 Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives, in the process of inquiry.

9.1.9.2 Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources, accessing additional sources as needed.

W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.

9.2.3.1 Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing, and publication.

LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.

9.3.3.1 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

9.3.3.2 Create and share, individually or in a collaborative group, a piece of digital work or digital communication, for a specific purpose and audience, demonstrating understanding of digital footprint while respecting intellectual property.

WIDA Standard(s):

ELD-LA. 9-12. Inform. Expressive

#1 Introduce and define topic and/or entity for audience

#4 Develop coherence and cohesion throughout text

Content Objective(s):

- Students will be able to write to reflect on their community attributes and their legacy that reflects their choices made on their vision board.

Language Objective(s):

- Students will be able to write to reflect on their community attributes and their legacy that reflects their choices made on their vision board by using sequencing connectors, such as *first, second, third, next, lastly, in conclusion*, to link one detail to the next with the support of a graphic organizer.

Stage 2 - Evidence

Continuum of Assessment Methods:



Informal Check for Understanding



Quiz/Test



Performance Task/Project



Observation/Dialogue



Academic Prompt

The assessment method is an essay. The one page essay reflects the decisions the students made on their vision board and explains how those pictures represent their social, online, school communities and their legacy. Students will be graded using a rubric that reflects the content and language objectives.

Stage 3 - Planning for Learning

<p>Sentence Starters/Frames:</p> <ul style="list-style-type: none"> • See graphic organizer for essay for sentence starter support in resources section 	<p>Vocabulary (Tier 2 & 3)</p> <ul style="list-style-type: none"> • social community • online community • school community • legacy 	
<p>Scaffolds/Supports</p> <ul style="list-style-type: none"> • Individual support /writing conferences • Example essay; each section is highlighted/color coded to correspond with each section in the graphic organizer; highlighted sequencing connectors • Graphic organizer for writing • Sentence starters for writing • Sequencing connectors word chart 	<p>Co-Taught Model(s) Used</p>	
		<p>One Teach, One Assist</p>
		<p>One Teach, One Observe</p>
	<p><input checked="" type="checkbox"/> Day 26</p>	<p>Team Teaching</p>
		<p>Station Teaching</p>
	<p>How To Include EL Supports in Lesson Notes:</p> <p>There is an example essay and graphic organizer that all students can have access to. By modeling and talking through the example and graphic organizer serves as a scaffold and support for ELs.</p> <p>Sentence starters are also on the graphic organizer to support writing, as well as sequencing connectors to guide structure.</p> <p>Writing conferences can be utilized in small groups or one on one support to really ensure students are understanding of</p>	
		<p>Supplemental Teaching</p>
<p><input checked="" type="checkbox"/> Day 27/28</p>		<p>Alternative Teaching</p>
<p>How to use the co-taught model(s) in the lesson:</p> <p>Team Teaching:</p> <p>Alternative Teaching: On the two work days (days 27 and 28), both teachers can take turns working with small groups of students while the other supports the rest of the class. During this time, teachers can support students with their writing and editing.</p>		

expectations and get the support they need with their writing.	
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Outline of Learning Tasks for Today:**Day 26:**

- Introduce Final Assessment (Part 2): Essay
 - Look at example essays
 - Guided groups for getting started

Day 27:

- Continue working on Essay
 - Continue guided groups for essay support / writing conferences

Day 28:

- Final day to continue working on Essay
 - Continue guided groups for essay support / writing conferences

Resources for Lesson that include EL supports:

- Essay [Example](#)
- Essay Graphic Organizer
- Sequencing connectors [word chart](#)

Maria L.

Teacher Name

English 9

23 October 2023

Vision Board Essay

First, I, Maria, intend to create the legacy of a State Softball Championship for my high school as well as being a person who contributed to a school of students who care. I will make this happen by interacting in my social communities in a positive manner by showing up on time, giving supportive feedback and doing my part. I believe doing these behaviors will pave the way for me to be a strong community member. **Next**, these social groups include my traveling softball team the Whippets, my Girl Scout Troop 1530, my Youth Church group and TikTok dance people. I also hope to start a filmmaking club at high school that creates documentaries of the lives of people in my neighborhood believing everyday people's lives can be inspiring. **Then**, I will be a hard working student in the classroom community because this makes a happy learning environment for everyone. This will look like me being an engaged reader, working collaboratively with respect for the diversity of all students, and only using my technology only for good, especially when doing writing assignments. All these intended behaviors will lead to my contribution to the positive legacy for Apple Valley High School. **In conclusion**, my legacy will involve great success in playing softball, starting a film club that makes documentaries and helping in creating a school where all feel welcomed. These behaviors and actions will eventually assist in my goal of graduating from high school so I can go off to college to become a math teacher and continue to be a person who takes care of the planet.

Essay Graphic Organizer

<p>Directions:</p> <ul style="list-style-type: none"> Look at each of the sections below to help you organize your essay. There are sentence starters and ideas for what to include in each section! The example essay has each section highlighted. Sequencing connectors are highlighted yellow. 	<p>Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> MLA header & formatting <input type="checkbox"/> Indent paragraph <input type="checkbox"/> Double Space, 12-pt, TNR <input type="checkbox"/> Title <input type="checkbox"/> At least ½ page <input type="checkbox"/> No more than 1 page
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Topic Sentence: Legacy (Journal #5, green section)

- First**, as a ninth grade student at Eastview High School, I, _____ (name)____, hope to leave behind a legacy of _____. I intend to do this by _____. These choices and behaviors will pave the way for me to be a positive member of the communities I am involved in.

Detail #1: Social/Online Communities (purple section)

- Next**, some social and online communities I am a part of include _____. I contribute to these communities by _____.

Detail #2: School/Classroom Communities (yellow section)

- Then**, within my school and classroom community, I expect people to _____. I will contribute to creating a positive school culture through _____.

Conclusion: Legacy/Digital Footprint (blue section)

- In conclusion**, when I graduate high school in four years, I want to be remembered as being _____. This will eventually help me in my goal of becoming _____.

Sequencing Word Chart

- To start
- First
- Second
- Third
- Next
- Then

- After that
- Eventually
- Finally
- Lastly
- In conclusion
- In the end

LESSON 29 / Day 29**Stage 1 - Desired Results****MN Standard / Benchmark(s):**

W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.

9.2.2.2 Write to reflect how personal identities and the intersection of identities inform perspective.

LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.

9.3.1.2 Contribute to 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, demonstrating preparation for the discussion.

WIDA Standard(s):

ELD-LA. 9-12. Narrate. Expressive

Engage and adjust for audience.

Content Objective(s):

- Students will be able to positively comment on their peers' work by writing a connection or a comment for the gallery walk.

Language Objective(s):

- Students will be able to positively comment on their peers' work by writing a connection or a comment by using positive feedback language with support of sentence starters.

Stage 2 - Evidence**Continuum of Assessment Methods:**

Informal Check for Understanding



Quiz/Test



Performance Task/Project



Observation/Dialogue



Academic Prompt



The method for assessment is an informal check for understanding. Teachers can gauge student understanding of content and language objectives by observing post-it notes on student work during the gallery walk.

Stage 3 - Planning for Learning**Sentence Starters/Frames:**

- See positive feedback language sentence

Vocabulary (Tier 2 & 3)

- gallery

starters in the resources section	<ul style="list-style-type: none"> Review of literary terms for book review: plot, theme, characterization, conflict 	
Scaffolds/Supports <ul style="list-style-type: none"> Table groups for gallery walk Sentence starters for writing on sticky notes 	Co-Taught Model(s) Used	
		One Teach, One Assist
		One Teach, One Observe
	<input checked="" type="checkbox"/>	Team Teaching
		Station Teaching
		Parallel Teaching
		Supplemental Teaching
How To Include EL Supports in Lesson Notes: You can share the sentence starters on the board when you discuss what positive feedback language is. Then, give each student a half sheet of paper with the sentence stems on them and 3 post-it notes. Students will write on their post it note and give it to the presenter when finished. Each student takes a turn presenting in small groups, then the listeners write on their sticky note after using the sentence starters.		Alternative Teaching
	How to use the co-taught model(s) in the lesson: Team Teaching: Both teachers can share the lead in explaining gallery walk instructions as well as the book review. During the gallery walk, both teachers will circulate the room to check for understanding of content and language objectives and support students with questions and staying on task.	
	Outline of Learning Tasks for Today: <ul style="list-style-type: none"> Vision Board Gallery Walk Complete book review on choice book 	
Resources for Lesson that include EL supports: <ul style="list-style-type: none"> Sentence starters for gallery walk using sticky notes to write Book review on choice book with sentence starters 		

Positive Feedback Language Sentence Starters

- I like how you mentioned _____ because I do that too.
- I was interested when you said _____ because _____.
- I also like to _____.
- My favorite thing is _____ too.
- I would really like to learn more about _____.
- I was wondering if you _____.
- Can you tell me more about _____?

Quarter 1 Book Review

Name:	Title of Book:
Period:	Author:

Directions: In at least one complete sentence, respond to each question below. Use academic writing, characters' names, and specific details from the book.

Part One: What is the book about?

- What is the main conflict of the story? Name the type of conflict and explain how it impacts the characters in the book.

The main conflict in the story is _____. This type of conflict is called _____. It impacts the characters by _____.

- Discuss the rising action. Besides the main conflict, what are the other events/smaller conflicts that lead up to the climax?

The rising action in the book is the following events:

- What is the climax (think about main conflict) in the story?

The climax of the story is _____.


- How is the problem resolved? In other words, discuss the resolution of the conflict.

The problem is resolved by _____.

- What is the theme of the story?

The theme of the story is _____.

Part Two: Book Review

- How would you rate the book out of 5 stars? 

I would rank it _____ stars.

- Why did you rank it that way?

I ranked it _____ stars because _____.

- For whom would you recommend this book? (What age? What interests? What genre? What type of reader?) Why?

I would recommend this book to _____ because _____.

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Appendix A: Language Expectations, Functions, and Features
 Grades 9-12 WIDA ELD Standard 2
 Language for English Language Arts

Key Language Use: NARRATE	
Language Expectations: Multilingual learners will...	
ELD-LA.9-12.Narrate.Interpretive	ELD-ELA.9-12.Narrate.Expressive
Interpret language arts narratives by:	Construct language arts narratives that:
1. Identifying themes or central ideas that develop over the course of a text	1. Orient audience to context and one or multiple point(s) of view
2. Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)	2. Develop and describe characters and their relationships over a progression of experiences or events
3. Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view	3. Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
	4. Engage and adjust for audience
Language Functions and Sample Language Features for ELD-LA.9-12.Narrate.Expressive	
Orient audience to context and one or multiple point(s) of view through...	
<ul style="list-style-type: none"> ● Title, heading, opening statements to capture readers' interest (March. Two people, a man and a woman, are walking along the corridor.) 	
<ul style="list-style-type: none"> ● Expanded noun groups to introduce the setting (the sands stretch into the distance, bands of yellow, and grey and gold) 	
<ul style="list-style-type: none"> ● A variety of sentence types to introduce the context (rhetorical and other questions, statements, points of view) (One good deed to set against other, darker, actions. What did it matter?) 	
<ul style="list-style-type: none"> ● Statements and questions to foreshadow or introduce complications (Where the road led, he didn't know, but he was determined to leave David behind before the morning came.) 	
Develop and describe characters and their relationships over a progression of experiences or events through...	

<ul style="list-style-type: none"> ● Action verbs to describe character behaviors (Joe leaps into action, grabs his phone and dives for the door, yelling for Julie to follow him.)
<ul style="list-style-type: none"> ● Complex sentences to establish context and characters (He stayed with the job because the merchant, although he was an old grouch, treated him fairly.)
<ul style="list-style-type: none"> ● Attitudinal word choices to express character's feelings, (very upset), appreciation (lovely, fascinating), or judgment/evaluation (intricate, grossly incompetent)
<ul style="list-style-type: none"> ● Cohesive devices (pronouns, demonstratives, renaming, synonyms, collocation, deletion) (They told us to sit, and we did.) to reference characters or ideas across the text
Develop story, advancing the plot and themes with complications and resolutions, time and event sequences through...
<ul style="list-style-type: none"> ● A variety of verb tenses to pace the narrative and locate events in time, including dialog (The wind told me you would be coming and that you would need help.)
<ul style="list-style-type: none"> ● Dependent clauses to add details (Village children scampered out the door, which left the room strangely quiet.)
<ul style="list-style-type: none"> ● A variety of short and complex sentence structures to pace the narrative (The door flung open. The snow spat at him, sleet slashed his face, winds whistled down the hall.)
<ul style="list-style-type: none"> ● Connectors to develop and link sections of text as in time, sequence, clarifying (for instance), adding information (likewise, furthermore), contrast (on the other hand, even so, at least)
<ul style="list-style-type: none"> ● Statements to provide closure, evaluate experience, or summarize narrative
Engage and adjust for audience through...
<ul style="list-style-type: none"> ● Word choices to advance mood (surprise, tension, humor, reflection) and to describe author's purpose (contemptuous eyes, his voice softened)
<ul style="list-style-type: none"> ● Literary devices to enrich the narrative as in similes and metaphors, alliteration, idioms (butterflies in her stomach), figurative and sensory words/phrases, collocation, multilingual words/phrases (he ate like a burro, focused and intentional)
<ul style="list-style-type: none"> ● Tone of voice, gesturing, acting behaviors to adjust for audience
<ul style="list-style-type: none"> ● Language to address reader/listener and draw them in (Instantly, the tension in the room lessened.)

Key Language Use: INFORM	
Language Expectations: Multilingual learners will...	
ELD-LA.9-12.Inform.Interpretive	ELD-ELA.9-12.Inform.Expressive
Interpret Informational texts in the language arts by:	Construct informational texts in the language arts that:
5. Identifying and/or summarizing central ideas	1. Introduce and define topic and/or entity for audience
6. Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships	2. Establish an objective or neutral stance
7. Evaluating cumulative impact and refinement of author's key word choices over the course of text	3. Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
	8. Develop coherence and cohesion throughout text
Language Functions and Sample Language Features for ELD-LA.9-12.Inform.Expressive	
Introduce and define topic and/or entity for audience through...	
<ul style="list-style-type: none"> ● Generalized nouns, descriptive titles, and headings to introduce topic and/or entity (Harlem Renaissance, Langston Hughes, Shifting Perspectives on Climate Change) 	
<ul style="list-style-type: none"> ● Opening statements to identify type of information (describing, comparing/contrasting, classifying) 	
<ul style="list-style-type: none"> ● Relating verbs (have, be, belong to, consist of) to link and define entity by its attributes (The Harlem Renaissance was the development of...) 	
<ul style="list-style-type: none"> ● Expanded noun groups to define key concepts, add details or classify information (economic development that changed a nation, 200 years of occupation, extinct species) 	
Establish an objective or neutral stance through...	
<ul style="list-style-type: none"> ● Generalized nouns to maintain neutral voice of authority (artists, scientists, prominent figures) 	
<ul style="list-style-type: none"> ● Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns) 	
<ul style="list-style-type: none"> ● Reporting devices to acknowledge outside sources and integrate information into report 	

as in saying verbs and direct quotes (said, reported, claimed, predicted; expressions according to, as mentioned by)
Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships through...
<ul style="list-style-type: none"> • Adverbial and prepositional phrases to specify point in time or duration (on Sept 12, from 1910 to 1920, during World War II), location (in a NYC neighborhood), and manner (in a calculated movement)
<ul style="list-style-type: none"> • Technical word choices to define and classify entity (Jazz, characterized by polyrhythms and improvisation was...)
<ul style="list-style-type: none"> • Verb structures to present information in a variety of ways: timeless present indicates generalizable nature (It chases and scavenges for food); passive voice focuses attention on action (when the food is prepared)
<ul style="list-style-type: none"> • Adjectives and adverbs to answer questions about quantity, size, shape, manner (abundant, colossal, amorphous, rightfully)
<ul style="list-style-type: none"> • Comparing/contrasting connectors to entities or components (unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)
<ul style="list-style-type: none"> • Visual representations (graphs, data, diagrams) to support key details
Develop coherence and cohesion throughout text through...
<ul style="list-style-type: none"> • Referential devices (pronoun reference, synonyms, renaming) (the subsequent social and artistic explosion=the Harlem Renaissance) to link ideas across sections of text
<ul style="list-style-type: none"> • Topic and/or entity, headings to serve as openers for sentences and paragraphs
<ul style="list-style-type: none"> • Single technical nouns and collocations (improvisation, blues, piano, double bass) to define class/subclass (jazz/New Orleans, West African), general/specific (musician/Louis Armstrong), whole/part relationships (historical influences on jazz)

Key Language Use: ARGUE	
Language Expectations: Multilingual learners will...	
ELD-LA.9-12.Argue.Interpretive	ELD-ELA.9-12.Argue.Expressive
Interpret language arts arguments by:	Construct language arts arguments that:
1. Identifying and summarizing central ideas of primary or secondary sources	1. Introduce and develop precise claims and address counterclaims
2. Analyzing use of rhetoric and details to advance point of view or purpose	2. Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
3. Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims	3. Establish and maintain a formal style and objective tone
	4. Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations
Language Functions and Sample Language Features for ELD-LA.9-12.Argue.Expressive	
Introduce and develop precise claims and address counterclaims through...	
<ul style="list-style-type: none"> ● Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim (In “Tongue Tied” Maxine Hong Kingston captures her experience of growing up as a Chinese American woman.) 	
<ul style="list-style-type: none"> ● Noun groups to provide details (The Harlem Renaissance’s intellectual, social, and artistic explosion) 	
<ul style="list-style-type: none"> ● Connectors to introduce alternative points of view (although, on the other hand, unlike, contrary to common belief) 	
<ul style="list-style-type: none"> ● Pronouns, synonyms, collocations, renaming subjects to maintain cohesion (someone=character=s/he=teenager) 	
Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through...	
<ul style="list-style-type: none"> ● A variety of clauses (adverbial, embedded) to support the claim (quotes, references, detailed descriptions, examples or other sources and data) and provide detail about issue/ literary technique (In “Letter from Birmingham Jail,” King’s extended allusions to multiple philosophers...) 	

<ul style="list-style-type: none"> Connectors to elaborate an idea/interpretation (so, this means, therefore, leading one to believe, a way to think about this)
<ul style="list-style-type: none"> Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
<ul style="list-style-type: none"> Modality to express obligation or certainty (might, could, must, need to), to open up to other possibilities (possibly, apparently, perhaps, definitely, absolutely), or to temper space for negotiation (most would agree, could be a consideration)
Establish and maintain a formal style and objective tone through...
<ul style="list-style-type: none"> First, second, or third person to connect with reader, build alliance, or maintain neutrality (as teenagers, we...)
<ul style="list-style-type: none"> Authoritative declarative sentences to evaluate and interpret events (Anzaldúa’s interweaving of literary genres, languages, cultures, and identities in “Borderlands” is highly innovative.)
<ul style="list-style-type: none"> Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence (a toxic perspective, contradictory information, impressive presentation, successful outcome)
Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through...
<ul style="list-style-type: none"> A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning (embedded clauses, active and passive voice, nominalizations, given/new patterns)
<ul style="list-style-type: none"> Comparing/contrasting connectors to differentiate between claims and counterclaims (unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)
<ul style="list-style-type: none"> If/then clauses to support inferential conclusions (If these studies are accurate, then it is reasonable to expect)
<ul style="list-style-type: none"> Cohesive devices (deletions, substitutions, ellipsis) to reduce repetition, redundancy (Teens were told to stop and they did. Teens use social media as a substitute for in-person socializing...if they do that...)
<ul style="list-style-type: none"> Connectors to sequence points in the argument and maintain logical progression (one way, another point, as mentioned previously, in addition, it is clear then)
<ul style="list-style-type: none"> Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps

Adapted from pp. 184-189, WIDA ELD Standards Framework 2020 (WIDA, 2020)

Appendix B: 2020 Minnesota Academic Standards for English Language Arts Grade 9

**Note: highlighted rows were selected for this unit plan*

Grade	Strand	Anchor Standard	Code	Benchmark
9	Reading	R2 Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	9.1.2.1	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information.
9	Reading	R2 Read and comprehend independently, A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	9.1.2.2	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.
9	Reading	R2 Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	9.1.2.3	Locate, select and read texts by two authors on the same topic or theme.
9	Reading	R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.	9.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people, to examine concepts, issues or histories.
9	Reading	R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.	9.1.4.1	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including making connections to other texts; objectively summarize the text.
9	Reading	R4 Read critically to comprehend, interpret	9.1.4.2	Analyze the themes or central

		and analyze themes and central ideas in complex literary and informational texts.		ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
9	Reading	R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.	9.1.4.3	Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts.
9	Reading	R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.	9.1.4.4	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.
9	Reading	R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	9.1.5.1	Evaluate the impact of author's use of literary elements on the structure of a text (e.g., narrator point of view, foreshadowing, pacing and flashbacks).
9	Reading	R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	9.1.5.2	Analyze the informational text structure, including, but not limited to, proposition/support, critique, and inductive/deductive, focusing on the role of various sentences and paragraphs in a text in developing and refining a key concept.
9	Reading	R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	9.1.5.3	Critically analyze the use, meaning and aesthetics of illustrations, graphics and other audiovisual elements and explain their relation to the text.
9	Reading	R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.	9.1.6.1	Examine how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases and perspective shape the content and style of a text.
9	Reading	R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe	9.1.6.2	Examine the impact of a text's publishing date on its current validity and credibility in literature, social studies or

		perspective, in complex literary and informational texts.		science.
9	Reading	R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.	9.1.6.3	Delineate the argument and specific claims in a text; identify false statements and fallacious reasoning.
9	Reading	R7 Evaluate arguments and specific claims from complex informational texts.	9.1.7.1	Compare and contrast the arguments of two authors with different perspectives on the same topic to evaluate arguments using relevance and sufficiency of evidence and validity of reasoning.
9	Reading	R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	9.1.8.1	Analyze the impact of specific word choices, rhythm, meter or other style choices on meaning and tone in literary text (e.g., word choices that allude to culture, time period or geography).
9	Reading	R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	9.1.8.2	Examine the impact of domain-specific vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools.
9	Reading	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.	9.1.9.1	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, in the process of inquiry.
9	Reading	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.	9.1.9.2	Evaluate perspective, bias, credibility, relevancy and sufficiency of sources, accessing additional sources as needed.
9	Writing	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	9.2.1.1	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.
9	Writing	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	9.2.1.2	No benchmark at this grade level.

9	Writing	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	9.2.1.3	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
9	Writing	W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.	9.2.2.1	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audio visual elements) when applicable.
9	Writing	W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.	9.2.2.2	Write to reflect how personal identities and the intersection of identities inform perspective.
9	Writing	W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.	9.2.3.1	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
9	Writing	W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.	9.2.3.2	Vary word usage and sentence structure for effect, considering audience and context.
9	Writing	W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	9.2.4.1	Write to argue, basing argument and counterargument, with evidence, on personally relevant and authentic issues, building on skills from previous years.
9	Writing	W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	9.2.4.2	Write to persuade, considering and addressing other perspectives, building on skills from previous years.
9	Writing	W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	9.2.5.1	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common

				in a variety of text structures, building on skills from previous years.
9	Writing	W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	9.2.5.2	Write to respond to a literary text, including analysis of narrative elements (e.g., writing personal reactions, analysis, and interpretation of text).
9	Writing	W6 Write narratives, poetry and other creative texts with details and effective technique to express ideas.	9.2.6.1	Write to create, applying basic and advanced literary techniques, as observed in mentor texts, to various tasks and purposes in various literary forms.
9	Writing	W6 Write narratives, poetry and other creative texts with details and effective technique to express ideas.	9.2.6.2	Model use of structural elements of mentor texts in written narratives, poetry or other creative text.
9	Writing	W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	9.2.7.1	Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation.
9	Writing	W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	9.2.7.2	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
9	Writing	W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.	9.2.8.1	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance.
9	Listening, Speaking, Viewing and Exchanging Ideas	LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.	9.3.1.1	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives. a. Exchange ideas on grade 9 topics, texts and issues from

				social studies and science. b. Elaborating on others' ideas and summarizing points of agreement and disagreement. c. Work toward a shared goal by building consensus and integrating divergent views. d. Use teacher-provided models of conflict resolution.
9	Listening, Speaking, Viewing and Exchanging Ideas	LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.	9.3.1.2	Contribute to 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, demonstrating preparation for the discussion.
9	Listening, Speaking, Viewing and Exchanging Ideas	LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.	9.3.1.3	Request and utilize constructive feedback for use in revising work.
9	Listening, Speaking, Viewing and Exchanging Ideas	LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.	9.3.2.1	Adapt Speech, writing or communications to a variety of contexts, audiences and tasks, demonstrating command of formal English when indicated or appropriate.
9	Listening, Speaking, Viewing and Exchanging Ideas	LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.	9.3.3.1	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
9	Listening, Speaking, Viewing and Exchanging Ideas	LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.	9.3.3.2	Create and share, individually or in a collaborative group, a piece of digital work or digital communication designed for a specific purpose and audience, demonstrating understanding of digital footprint while respecting intellectual property.

Adapted from Minnesota Department of Education, 2020

Appendix C: Understanding by Design Unit Plan Template

Unit Name	
Stage 1- Desired Results	
Established Goals - <i>Identify content standards and language standards that the learning outcomes/objectives will address.</i>	
Content Standards and Benchmarks	Corresponding WIDA Language Standards
<i>Meaning</i>	
ESSENTIAL QUESTIONS What questions will promote inquiry, understanding, transfer and acquisition of knowledge?	UNDERSTANDINGS What are the big ideas? What specific ideas will students understand?
<i>Transfer</i>	
Students will be able to independently use their learning to...	
<i>Acquisition</i>	
Students will know...	Students will be able to...
Key Vocabulary: List all key vocabulary tier 2 and 3 for the unit here	
Language Features: List language features here	

Stage 2- Assessment Evidence
What are the performance tasks, ongoing assessments and end of unit assessments?
Stage 3- Planning for Learning
Here is a summary of Key Learning Events, Tasks/Instruction

Adapted from Wiggins & McTighe, 2008; adapted from Echevarría et. al, 2016

Appendix D: Lesson Plan Template with EL Supports

LESSON __ / Day __		
Stage 1 - Desired Results		
MN Standard / Benchmark(s):		
WIDA Standard(s):		
Content Objective(s): <ul style="list-style-type: none"> Students will be able to... 	Language Objective(s): <ul style="list-style-type: none"> Students will be able to [content objective] + by using [language feature] + [support] 	
Stage 2 - Evidence		
Continuum of Assessment Methods:		
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;"> <input checked="" type="checkbox"/> Informal Check for Understanding </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> Quiz/Test </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> Performance Task/Project </div> </div> <hr style="border: 0.5px solid black; margin: 10px 0;"/> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input checked="" type="checkbox"/> Observation/Dialogue </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> Academic Prompt </div> </div>		
Stage 3 - Planning for Learning		
Sentence Starters/Frames: <ul style="list-style-type: none"> 	Vocabulary (Tier 2 & 3) <ul style="list-style-type: none"> 	
Scaffolds/Supports <ul style="list-style-type: none"> 	Co-Taught Model(s) Used <input checked="" type="checkbox"/>	
		One Teach, One Assist
		One Teach, One Observe
		Team Teaching
		Station Teaching
How To Include EL Supports in Lesson		Parallel Teaching

Notes:		Supplemental Teaching
		Alternative Teaching
	How to use the co-taught model(s) in the lesson:	
Outline of Learning Tasks for Today:		
Resources for Lesson that include EL supports:		

Adapted from Wiggins & McTighe, 2008; adapted from Echevarría et. al, 2016

Appendix E: EL Scaffolds and Supports List

Sensory	Graphics/Diagrams	Collaborative
<ul style="list-style-type: none"> ● Pictures ● Videos ● Modeling / Examples ● Physical movement (stations) ● Rephrasing ● Highlighting ● Chunking directions/assignments 	<ul style="list-style-type: none"> ● Sentence frames/sentence stems ● Word banks ● Graphic organizers ● Anchor charts / lists 	<ul style="list-style-type: none"> ● I do/We do/You do model ● Partners ● Small groups ● Whole class ● Native language ● Conferencing

Adapted from Echevarría et. al, 2016

Appendix F: Co-Teaching Models

Co-Teaching Model	Definition
One Teach, One Assist	One teacher takes the lead on instruction and the other teacher supports students and/or the teacher as needed.
One Teach, One Observe	One teacher takes the lead on instruction while the other teacher primarily observes information about the students and/or the teacher.
Station Teaching	The instructional content is divided into sections to create multiple groups or stations for students to participate in. Each teacher facilitates a station and/or monitors or supports students as they work at each station.
Parallel Teaching	The class is divided into half and each teacher teaches one half of the class. Each half is taught the same instructional material.
Supplemental Teaching	One teacher works with students at grade level and the other teacher re-teaches, extends or remediates the material for students who need it.
Alternative Teaching	Each teacher teaches, but provides their own approach to the content/instruction. The learning outcome remains the same, but the instruction is delivered differently.
Team Teaching	Both teachers give instruction and take turns teaching; both are actively involved in the lesson.

Adapted from Naegele (2016)