

Erin LaFever

Subject: 8<sup>th</sup> grade ESL for Level 4 EL's

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### WIDA Standards:

ELD Standard 5: The Language of Language Arts

Topic: Serving the Community/Problem Solving

Essential Question: How can we help others in our community?

### Unit Goals:

Listening:

- Apply learning strategies to new situations
- understand oral language including specific and some technical content-area language
- Complete content-related tasks or assignments based on oral discourse

Speaking:

- Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)
- Producing oral multimedia, content-related reports based on research from multiple sources
- Offer solutions to social conflict

Reading:

- Identify summaries of passages
- Match cause to effect
- Use an array of strategies (e.g., skim and scan for information)
- Make text-to-self connections with prompting
- Sequencing main ideas, events, and conclusions in narrative and informational text
- Matching details of content-related topics to main ideas

Writing:

- Justify ideas
- Produce content-related reports
- Use details/examples to support ideas
- Use words and expressions with expressive meaning through use of collocations and idioms across content areas when writing independently

### ELA Standards:

- 8.L.C SE.1 Demonstrate command of the conventions of standard English grammar and usage.
- 8.L.AU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.
- 8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.
- 8.RI.IKI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea
- 8.SL.CC.1 Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
- 8.SL.CC.2 Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.

### Unit Overview:

Students will discuss **whole-group and with partners** the issues and hardships that face communities. Students will read about how one person transformed their talent into a way to help others. Reading of the text will be **differentiated** by including read aloud, internal summaries, repeat reading, and discussion. They will **utilize prior knowledge** and **grade level vocabulary** to read the article, speak about the article, write to respond to the essential question, and to create a community event fundraiser advertisement. The activities below are **aligned to state standards**, **sequenced** from “we do” to “you do,” and they provide many opportunities for **accommodation** of student abilities.

### **Prior Knowledge:**

- Students will have learned and practiced reading, writing, and speaking strategies to aid with **expression and comprehension**
- Students will have learned and practiced the vocabulary words to use.
- Students will be familiar with the policies and procedures of class including discussion and writing protocol regarding the essential question.

### **Pacing:**

#### **Day 1:**

1. Lesson opener: review and discuss weekly objectives. (2 minutes)
2. Students brainstorm issues or hardships facing communities. (20 minutes)
3. Students review vocabulary (5 minutes)
4. Students begin their essay outline to answer the essential question. (15 minutes)
5. Launch/Lesson Closure: Students will look for evidence of community issues outside of school. (3 minutes)

#### **Day 2:**

1. Lesson opener: review and discuss weekly objectives. (2 minutes)
2. Students continue writing their essay to answer the essential question. (8 minutes)
3. Students choose one community hardship to address from the brainstorm and find a partner with similar concerns. Partners will research local or national organizations that address this hardship. Students choose an organization that will be the benefactor of a community fundraiser. Students brainstorm fundraising events. (20 minutes)
4. Students read the article “Michael’s Desserts” and pause for clarification and understanding. (15 minutes)
5. Launch/Lesson Closure: Students will look up “Michaels Desserts” online or on social media to check out his content

#### **Day 3:**

1. Lesson opener: review and discuss weekly objectives. (2 minutes)
2. Students continue writing their essay to answer the essential question. (8 minutes)
3. Partners work on their community fundraiser. They decide specifics about the event and begin designing the flyer or social media post to promote the event. (20 minutes)
4. Students re-read the article and practice speaking with partners to summarize the sequence of events. (15 minutes)
5. Launch/Lesson Closure: Students share out what they saw or learned from Day 1 and 2 launches

#### **Day 4:**

1. Lesson opener: review and discuss weekly objectives. (2 minutes)
2. Students continue writing their essay to answer the essential question. (8 minutes)
3. Students review the content of the article. (5 minutes)
4. Students take a reading comprehension quiz with read aloud accommodations. (30 minutes)
5. Launch/Lesson Closure: Students reflect on the assessment.

#### **Day 5:**

1. Lesson opener: review and discuss weekly objectives. (2 minutes)
2. Students finish writing their essay to answer the essential question. (10 minutes)
3. Students finish writing their event description and designing their fundraiser advertisement (30 minutes)
4. Launch/Lesson Closure: Students reflect on the resources available in our community and how they can contribute to the causes they care about. (5 minutes)

## Student Work:

Activity	Materials	Relevance	Skill and Performance Indicator
<b>Community Hardships Discussion</b>	-Display of Students' Ideas	<p>-Students will think about potential issues and hardships that people might face in communities across the United States including urban and rural communities.</p> <p>-Students will think about which hardships people might face in our own communities and how those might be similar or different from those felt in other cities or states.</p> <p>-Student ideas will be written on the board</p>	<p>Listening:</p> <ul style="list-style-type: none"> <li>● Apply learning strategies to new situations</li> <li>● understand oral language including specific and some technical content-area language</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>● Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>● Justify ideas</li> <li>● Use details/examples to support ideas</li> </ul>
<b>Non-Fiction Reading: "Making Life a Little Sweeter"</b>	-Scholastic Action Magazine -Highlighters	<p>-Students will employ strategies such as annotation, internal summarization, and sequencing to increase their reading comprehension.</p> <p>-Some sections of the article will be read aloud. Others students will read independently.</p>	<p>Reading:</p> <ul style="list-style-type: none"> <li>● Identify summaries of passages</li> <li>● Match cause to effect</li> <li>● Use an array of strategies (e.g., skim and scan for information)</li> <li>● Make text-to-self connections with prompting</li> <li>● Sequencing main ideas, events, and conclusions in narrative and informational text</li> <li>● Matching details of content-related topics to main ideas</li> </ul>
<b>Essay: How can we help others in our community?</b>	-Laptops -Google Docs	<p>-Students will analyze hardships facing communities and what steps they could take to assist those in need.</p> <p>-Students will organize their ideas and construct a five-paragraph essay in response to the essential question, using the embedded rubric as a guide.</p> <p>-Students will check for individual feedback from the teacher daily.</p>	<p>Writing:</p> <ul style="list-style-type: none"> <li>● Justify ideas</li> <li>● Produce content-related reports</li> <li>● Use details/examples to support ideas</li> <li>● Use words and expressions with expressive meaning through use of collocations and idioms across content areas when writing independently</li> </ul>

<b>Organization Research</b>	-Laptops -Internet access	-Students will analyze hardships facing communities and choose one that most resonates with them.  -In partners, they will research local and national organizations that address their chosen issue.	Reading: <ul style="list-style-type: none"> <li>● Match cause to effect</li> <li>● Use an array of strategies (e.g., skim and scan for information)</li> <li>● Matching details of content-related topics to main ideas</li> </ul>
<b>Fundraiser Event Planning and Advertisement Design</b>	-Laptops -Internet access -Canva.com <a href="#">-Event advertisement Rubric</a>	-In partners, students will plan an event, write a description of the event, and design an advertisement to promote it.  -Event advertisements must include elements listed in the rubric.	Listening: <ul style="list-style-type: none"> <li>● Apply learning strategies to new situations</li> <li>● understand oral language including specific and some technical content-area language</li> <li>● Complete content-related tasks or assignments based on oral discourse</li> </ul> Writing: <ul style="list-style-type: none"> <li>● Justify ideas</li> <li>● Produce content-related reports</li> <li>● Use details/examples to support ideas</li> <li>● Use words and expressions with expressive meaning through use of collocations and idioms across content areas when writing independently</li> </ul>

### Adaptations:

- Students enrolled in Virtual ESL can complete a virtual version of this unit [HERE](#).
- Students are grouped **homogeneously** by level of English proficiency in the class and **heterogeneously** at each group.
- All students are seated where they can see the front of the room.
- Students are given opportunities to **work independently and cooperatively**. There are **visual and auditory representations of information** being presented.
- Students receive **scaffolds such as sentence starters** to aid in productive domains.
- Students have access to **bilingual and visual dictionaries** to help bridge gaps in vocabulary.

### Use of Data:

#### Formative Assessments:

1. Student oral responses during turn and talk activity
2. Student use of strategies to identify the main ideas and supporting details
3. Student self-guided questions about the article
4. Unit test on vocabulary
5. Reading comprehension quiz from the article.

#### Summative Assessments:

1. ELA benchmarks
2. WIDA ACCESS
3. TCAP

-The formative and summative assessments listed above will be used to **guide future instruction or re-teaching, student language goals, and individual and whole-group interventions.**