

CTECS English Language Development Curriculum  
Grade 9

English Language Development for Multilingual  
Learners / English Learners



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## CTECS – Vision of the Graduate

# Connecticut Technical Education and Career System Vision of a Graduate

*A CTECS Graduate is...*



**A Problem Solver**



**Work Ready**



**Respectful**



**Skilled Socially**



**A Critical Thinker**



**An Effective Communicator**

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

<h3>A Problem Solver</h3>	<h3>Work Ready</h3>
<p><i>Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.</i></p> <p>Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions. Facilitate group discussions and collaborative projects. Use real-world scenarios and hands-on activities. Highlight the importance of effort, persistence, and continuous learning. Provide regular feedback and encourage reflection.</p>	<p><i>To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.</i></p> <p>Set high standards for punctuality, responsibility, professionalism, and task completion. Use project-based learning and collaborative assignments. Emphasize clear written and verbal communication. Offer practical exercises like mock interviews and resume workshops. Integrate technology and teach digital literacy.</p>
<h3>Respectful</h3>	<h3>Skilled Socially</h3>
<p><i>Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.</i></p> <p>Demonstrate personal, interpersonal, and professional skills. Show respect for diversity. Model respect through active listening and empathy. Set clear expectations for respectful interactions. Promote collaboration and group discussions. Celebrate respectful behavior. Address disrespect promptly and constructively.</p>	<p><i>Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.</i></p> <p>Show awareness of global responsibility to others and the environment. Participate in community involvement. Design cooperative group projects and team activities. Set expectations for respect and give regular feedback. Facilitate discussions on inclusivity, kindness, and respect. Model positive interactions and recognize strong social skills.</p>
<h3>A Critical Thinker</h3>	<h3>An Effective Communicator</h3>
<p><i>Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.</i></p> <p>Encourage critical thinking individually and collaboratively. Design lessons that challenge assumptions and explore diverse viewpoints. Use open-ended questions, rigorous activities, and cross-curricular projects. Integrate project-based learning and real-world problem-solving. Offer reflective opportunities like journaling and discussions. Cultivate an environment that values curiosity and inquiry.</p>	<p><i>Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.</i></p> <p>Communicate effectively using oral, written, visual, artistic, and technical modes. Include group discussions, presentations, and peer reviews. Promote active listening and thoughtful responses. Offer clear guidelines and constructive feedback. Stress clear, respectful, and purposeful communication.</p>

# CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p><b>Providing and Communicating Clear Learning Goals</b></p> <ol style="list-style-type: none"> <li>1. Providing scales and rubrics</li> <li>2. Tracking student progress</li> <li>3. Celebrating success</li> </ol> <p><b>Using Assessments</b></p> <ol style="list-style-type: none"> <li>4. Using informal assessments of the whole class</li> <li>5. Using formal assessments of individual students</li> </ol>	<p><b>Conducting Direct Instruction Lessons</b></p> <ol style="list-style-type: none"> <li>6. Chunking content</li> <li>7. Processing content</li> <li>8. Recording and representing content</li> </ol> <p><b>Conducting Practicing and Deepening Lessons</b></p> <ol style="list-style-type: none"> <li>9. Using structured practice sessions</li> <li>10. Examining similarities and differences</li> <li>11. Examining errors in reasoning</li> </ol> <p><b>Conducting Knowledge Application Lessons</b></p> <ol style="list-style-type: none"> <li>12. Engaging students in cognitively complex tasks</li> <li>13. Providing resources and guidance</li> <li>14. Generating and defending claims</li> </ol> <p><b>Using Strategies That Appear in All Types of Lessons</b></p> <ol style="list-style-type: none"> <li>15. Previewing strategies</li> <li>16. Highlighting critical information</li> <li>17. Reviewing content</li> <li>18. Revising knowledge</li> <li>19. Reflecting on learning</li> <li>20. Assigning purposeful homework</li> <li>21. Elaborating on information</li> <li>22. Organizing students to interact</li> </ol>	<p><b>Using Engagement Strategies</b></p> <ol style="list-style-type: none"> <li>23. Noticing and reacting when students are not engaged</li> <li>24. Increasing response rates</li> <li>25. Using physical movement</li> <li>26. Maintaining a lively pace</li> <li>27. Demonstrating intensity and enthusiasm</li> <li>28. Presenting unusual information</li> <li>29. Using friendly controversy</li> <li>30. Using academic games</li> <li>31. Providing opportunities for students to talk about themselves</li> <li>32. Motivating and inspiring students</li> </ol> <p><b>Implementing Rules and Procedures</b></p> <ol style="list-style-type: none"> <li>33. Establishing rules and procedures</li> <li>34. Organizing the physical layout of the classroom</li> <li>35. Demonstrating withitness</li> <li>36. Acknowledging adherence to rules and procedures</li> <li>37. Acknowledging lack of adherence to rules and procedures</li> </ol> <p><b>Building Relationships</b></p> <ol style="list-style-type: none"> <li>38. Using verbal and nonverbal behaviors that indicate affection for students</li> <li>39. Understanding students' backgrounds and interests</li> <li>40. Displaying objectivity and control</li> </ol> <p><b>Communicating High Expectations</b></p> <ol style="list-style-type: none"> <li>41. Demonstrating value and respect for reluctant learners</li> <li>42. Asking in-depth questions of reluctant learners</li> <li>43. Probing incorrect answers with reluctant learners</li> </ol>

## Curriculum Introduction

This curriculum document outlines the essential learning for the English Language Development (ELD) program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, alongside elements that reflect the unique needs of Multilingual Learners (MLs) within the CTECS system. The curriculum is organized to show what students learn in each course, how linguistic proficiency progresses across proficiency levels, and how instruction supports both academic language development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the ELD course sequence and the progression of language acquisition.
- Reference the Course Map to see the scope and sequence of Priority ELA Standards (e.g., citing evidence and author’s purpose) and their alignment to Connecticut English Language Proficiency (CELP) Standards.
- Use the Priority Standards and Units of Study, to guide daily, weekly, and cycle-based planning.
- Integrate Big Ideas, Essential Questions, and Learning Outcomes (both content and language objectives) during lesson design.
- Identify required linguistic scaffolds, including Tier 2 academic vocabulary, sentence stems, and speaking frames essential for student access.
- Plan and implement formative assessments—such as dialogues, written summaries, and reading fluency checks—to monitor progress and guide instruction.
- Maintain consistency of academic and linguistic instruction across campuses while adapting to the diverse proficiency levels (Levels 1–5) and cultural backgrounds of English learners.
- Embed Vision of the Graduate competencies, ensuring students act as Effective Communicators and Critical Thinkers by grappling with the societal perceptions of intelligence.

# Curriculum Components

## Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

## Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

## Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress within the academic program. It provides a clear pathway of skill development, increasing complexity, and academic proficiency across the four-year sequence.

## Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

## Vocabulary

Essential vocabulary includes the technical and academic terms students must understand and use accurately to engage in trade-specific learning and demonstrate proficiency on assessments. Vocabulary is foundational to safety, technical precision, and industry communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

**Resources**

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

**Assessment Practices**

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the CELP Standards.

# English Language Development Curriculum Philosophy

The CTECS English Language Development program is grounded in the belief that language acquisition is an ongoing, simultaneous process of developing linguistic competencies alongside content-area knowledge. We honor our Multilingual Learners' Funds of Knowledge, viewing their primary languages and cultural backgrounds as essential resources for navigating academic and community environments. This course rejects the deficit model, instead identifying what a student knows and can do at each stage of English development to ensure full participation in school and professional contexts. By embedding the Vision of a Graduate, we empower MLs to become Effective Communicators and Critical Thinkers who can use academic language accurately and persuasively across all technical and academic disciplines.

## Course Map (Grade 9)

The course map outlines the scope and sequence of priority standards and thematic units to ensure a progression of linguistic rigor.

<b>Unit</b>	<b>Theme</b>	<b>ELA Priority Standard</b>	<b>CELP Alignment</b>
<b>1</b>	<b>Intelligence</b>	<b>RI.9-10.1 / RI.9-10.6:</b> Citing strong evidence and analyzing author's purpose.	<b>CELP 1 &amp; 2:</b> Construct meaning from text and participate in oral/written exchanges.
<b>2</b>	<b>Clean Water</b>	<b>W.9-10.2:</b> Writing informative/explanatory texts to convey complex ideas.	<b>CELP 4:</b> Construct grade-appropriate claims supported by reasoning and evidence.
<b>3</b>	<b>Overcoming Fear</b>	<b>RL.9-10.1:</b> Citing textual evidence to support analysis of inferences in literature.	<b>CELP 1:</b> Construct meaning from literary text through grade-appropriate listening/reading.
<b>4</b>	<b>Growing Up</b>	<b>SL.9-10.1:</b> Initiating and participating in collaborative discussions.	<b>CELP 2:</b> Participate in exchanges of information, ideas, and analyses.

## Priority Standards (Units of Study)

Units are designed around "unwrapped" standards that focus on both content skills and language functions.

**Evidence-Based Analysis (Unit 1):** Students focus on citing **strong and thorough textual evidence** to support what the text says explicitly and the inferences drawn (RI.9-10.1).

**Constructing Claims (Unit 2):** Students construct **substantive claims**, introduce them clearly, and distinguish them from counter-claims using logically ordered reasons (CELP 4).

**Vocabulary Acquisition (Across Units):** Students determine the meaning of **general academic and domain-specific words** (Tier 2/3) and grapple with both denotation and connotation (L.9-10.6 / CELP 8).

**Narrative and Explanatory Writing (Units 3 & 4):** Students create **clear and coherent grade-appropriate text** while maintaining a formal style and objective tone (CELP 9 / W.9-10.2).

# Grade 9 English Language Development Unit 1

Name of the Unit: Intelligence		Length of the Unit: 15 days / 2.5 Cycles
<p><b>Purpose of the Unit:</b> (Unit Overview/Summary-Focus - Theme / Topic)          Students will explore the concept of intelligence and how that understanding shapes how they see themselves and others. The unit has a reading skill focus on citing evidence and analyzing the author’s purpose.) In addition, this unit will focus on the language conventions around capitalization, pronouns, and antecedents.</p>		
<b>Common Core State Standards Addressed in this unit:</b>		
<b>CELP Standards</b> (Emphasize standards in <b>bold</b> )	<b>CCSS (priority (P) and supporting standards (s)) ELA</b> <b>CELP Standard Connections to ELA</b>	<b>Interdisciplinary Standards</b> <b>CELP Standard Connections to Math/Science/Social Studies</b>
<p><b>CELP Standard 1:</b> Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p> <p><b>CELP Standard 4:</b> Construct explanations and express information and ideas in spoken and written English.</p> <p><b>CELP Standard 8:</b> Determine the meaning of words and phrases in oral presentations and literary and informational text</p>	<p><b>ELA Standards for Citing Evidence (Key Ideas &amp; Details)</b>            RI.1 / RL.1 (9-12): Cite strong, thorough, and explicit textual evidence to support analysis of what the text says or inferences drawn.  <b>W.1, W.2, W.9 (Writing):</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>ELA Standards for Analyzing Author’s Purpose (Craft &amp; Structure)</b> RI.6 / RL.6 (9-12): Determine an author's point of view or purpose in a text and analyze how the author distinguishes their position from others, or how it shapes content/style.            RI.8 (9-12): Delineate and evaluate the argument and specific claims in a text, assessing whether the</p>	<p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p> <p><b>SP1.</b> Ask questions and define problems.</p> <p><b>MP1.</b> Make sense of problems and persevere in solving them.</p>

	reasoning is sound and the evidence is relevant and sufficient.	
<p><b>Vision of the Graduate:</b>  This unit supports the CTECS Vision of the Graduate by fostering the following skills and attributes in our students:</p> <p><b>Critical Thinker:</b> Explicitly label the task of evaluating author bias and evidence sufficiency (RI.9-10.8) as a VoG Critical Thinker competency. In this Unit, students are tasked with identifying and grappling with both the denotation and connotation of how intelligence is perceived in society. The essential question requires that students apply it to communities as well as broader society</p> <p><b>Effective Communicator:</b> Use the oral presentation to demonstrate the ability to "convey ideas accurately and persuasively" using academic discourse</p> <p><b>Skilled Socially:</b> Vocabulary learning through structured discourse and shared reading, both of which have been shown to build social patience and empathy when practiced consistently.</p> <p><b>Problem Solver:</b> In this Unit, students are tasked with identifying and grappling with both the denotation and connotation of how intelligence is perceived in society. Students will be asked to "solve" the problem of their own bias around intelligence.</p> <p><b>Respectful:</b> Students will begin the process of routine speaking with and listening to partners.</p> <p><b>Work Ready:</b> Students will begin to explore their own "intelligence" and what might apply to a desired trade choice.</p>		

<p><b>Big Ideas:</b> (What is the value or benefit of learning the concepts in this goal?)</p> <ul style="list-style-type: none"> <li>• Intelligence has many forms: Students learn that intelligence comes in many forms, and everyone has unique strengths that can be developed and valued</li> <li>• Growth mindset leads to success: Students understand that effort, practice, and persistence can help them grow their abilities and achieve success.</li> <li>• Support ideas with evidence: Students learn how to support their ideas about an author's purpose using clear and relevant evidence from the text.</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do people show intelligence in different ways?</li> <li>• How does effort impact success?</li> <li>• How can I support my ideas with evidence?</li> </ul>

Learning Outcomes	
<b>Students will know:</b> (Content + Skills)	<b>As evidenced by:</b> (Student demonstration of Learning: oral, written, or performance)
<b>What students will Know</b> (Content + Language):	<b>Evidence of Learning (Assessment Plan)</b>

**Content Knowledge (ELA)** - Students will know:

- Intelligence can be expressed in multiple ways (academic, social, creative, etc.)
- A growth mindset means abilities can improve with effort
- Authors write with specific purposes (inform, persuade, entertain)
- Strong analysis requires relevant and sufficient textual evidence
- Rules for:
  - Capitalization (proper nouns, sentence beginnings)
  - Pronouns and antecedents (agreement and clarity)

**Language Knowledge (CELP-Aligned)** - Students will know:

- Academic vocabulary: *intelligence, mindset, evidence, purpose, analyze*
- Language structures for:
  - Explaining ideas (“*This shows that...*”)
  - Citing evidence (“*According to the text...*”)
  - Expressing opinions with support

**What Students Will BE ABLE TO DO (Skills):**

Students will be able to:

- Explain different types of intelligence using examples
- Reflect on their own strengths and growth
- Identify an author’s purpose in a text
- Cite and explain textual evidence to support ideas
- Use correct:
  - Capitalization

**Oral Evidence** - Students will:

- Participate in discussions about intelligence and mindset
- Explain author’s purpose using sentence frames

**Examples:** Turn-and-talk responses, small group discussions, Oral explanation using evidence

**Written Evidence** - Students will:

- Write a paragraph analyzing an author’s purpose
- Use evidence with correct conventions

**Examples:** Constructed responses, Paragraph writing, Reflection journals

**Performance-Based Evidence** -Students will:

- Complete tasks demonstrating application of skills

**Examples:** Annotated texts (highlighting evidence), Graphic organizers, Graphic organizers, Presentation connecting mindset + text evidence

- Pronouns and antecedent agreement

- Participate in discussions using academic language

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Standards Alignment: Literature & Informational Text Skills

Skill	ELA Focus	CELP Focus
Text Structure	RI.5 / RL.5	Std 4, 5

Author's Purpose	RI.6 / RL.6	Std 4, 5, 7
Textual Evidence	RL/RI.1	Std 5, 6, 10
Inference	RL/RI.1–3	Std 1, 4, 8
Analysis	RL/RI.1–3,6	Std 4, 5, 6, 7

**Key vocabulary/terms:** analyze (v.) complex (adj.) design (v.) expert (n.) focus (v.) predict (v.)  
**Additional tier 2 vocabulary that may be encountered in relevant texts:** ability (n.) cognitively (adv.) control (n.) insensitive (adj.) intact (adj.) limitation (n.) achievement (n.) ambition (n.) gauge (v.) matter (v.) personality (n.) trait (n.) devise (v.) dominate (v.) flaw (n.) lack (v.) replicate (v.) surpass (v.)

**Evidence of Teaching and Learning**

How will we know when students are learning? What strategies / interventions/ modifications will be applied for non-mastery? How will we enrich proficient students?

**Content Objectives:**

1. Students will explore the theme of Intelligence through literary and informational texts and analyze its various forms and definitions in society.
2. Students will evaluate how intelligence is measured and the degree to which it is fixed.

**Language Objectives:**

1. Students will describe, discuss, and write about intelligence using academic vocabulary, paraphrasing, and key sentence structures.
2. Students will utilize key academic vocabulary and grammatical structures to explain how intelligence is portrayed in texts, providing evidence to support their claims.
3. Students will correctly apply rules for capitalization and the use of pronouns and antecedents in written summaries and oral presentations."

The unit performance indicators are taught and formatively assessed through all units									
Assessment Links:	<p>Common Assessments</p> <ul style="list-style-type: none"> <li>• Skit planning check-ins</li> <li>• Written summaries and paraphrases of text</li> <li>• Oral presentations</li> <li>• Dialogues</li> <li>• Unit assessments</li> <li>• Reading Fluency Assessments</li> <li>• Projects</li> <li>• Self-evaluations</li> </ul>								
<p><b>Performance Task (PT)</b> Links:</p> <p><b>PT Rubric: Writing</b></p>	<p><b>Explanatory or argumentative task.</b> Students will construct an explanation of how a specific text defines intelligence, using the "I can" skill of <b>citing strong and thorough evidence</b> identified in the unwrapped standards</p> <p><b>Writing Performance Assessment Rubric: Explanatory Analysis</b> <b>Task:</b> Construct a written explanation of how a specific text defines intelligence, evaluating the author's purpose and supporting the analysis with textual evidence</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Writing Proficiency Indicators for Multilingual Learners</th> </tr> </thead> <tbody> <tr> <td><b>Beginning</b></td> <td>Student uses <b>simple sentences or phrases</b> to identify a definition of intelligence. Reliance on <b>sentence frames</b> is high. Text may lack a clear claim or direct textual evidence. <b>Capitalization</b> is inconsistent, and <b>pronoun-antecedent agreement</b> is rarely present</td> </tr> <tr> <td><b>Intermediate</b></td> <td>Student constructs an adequate explanation using <b>compound sentences</b> and some <b>Tier 2 vocabulary</b> (e.g., <i>analyze, cognitively</i>). Includes at least one piece of <b>textual evidence</b> introduced by a signal phrase. Shows a fair degree of grammatical accuracy in <b>capitalization</b> and the use of <b>pronouns</b>.</td> </tr> <tr> <td><b>Advanced</b></td> <td>Student provides a <b>thorough analysis</b> of the author's purpose. They effectively <b>cite multiple pieces of strong evidence</b> to support their claims. Writing demonstrates a high degree of control over <b>complex sentence structures</b> and precise <b>pronoun-antecedent agreement</b>.</td> </tr> </tbody> </table>	Level	Writing Proficiency Indicators for Multilingual Learners	<b>Beginning</b>	Student uses <b>simple sentences or phrases</b> to identify a definition of intelligence. Reliance on <b>sentence frames</b> is high. Text may lack a clear claim or direct textual evidence. <b>Capitalization</b> is inconsistent, and <b>pronoun-antecedent agreement</b> is rarely present	<b>Intermediate</b>	Student constructs an adequate explanation using <b>compound sentences</b> and some <b>Tier 2 vocabulary</b> (e.g., <i>analyze, cognitively</i> ). Includes at least one piece of <b>textual evidence</b> introduced by a signal phrase. Shows a fair degree of grammatical accuracy in <b>capitalization</b> and the use of <b>pronouns</b> .	<b>Advanced</b>	Student provides a <b>thorough analysis</b> of the author's purpose. They effectively <b>cite multiple pieces of strong evidence</b> to support their claims. Writing demonstrates a high degree of control over <b>complex sentence structures</b> and precise <b>pronoun-antecedent agreement</b> .
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<b>Speaking</b>	<p><b>Speaking Performance Assessment Rubric: Constructing Explanations CELP#4)</b> <b>Task:</b> Deliver an oral presentation that verbally explains a concept and evaluates definitions of intelligence, utilizing academic vocabulary and citing evidence.</p>								

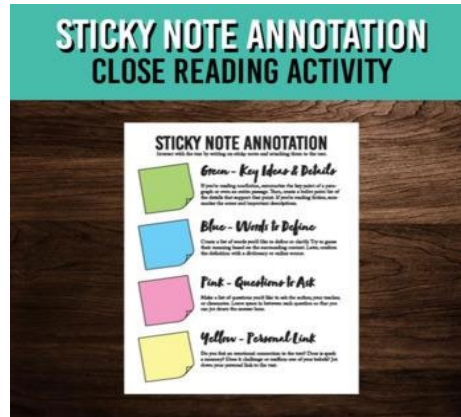
	Level	Speaking Proficiency Indicators for Multilingual Learners
	<b>Beginning</b>	Student communicates basic ideas about intelligence using <b>isolated words or memorized phrases</b> . Reliance on <b>visuals or bilingual glossaries</b> is evident. Presentation lacks effective pausing and intonation. Some <b>Tier 2 words</b> may be mispronounced.
	<b>Intermediate</b>	Student explains the concept of intelligence with <b>emerging fluency</b> . They use <b>variations in tone</b> to highlight key points and successfully utilize several <b>academic vocabulary</b> terms. Minor errors in <b>pronoun usage</b> do not impede the listener's understanding.
	<b>Advanced</b>	Student acts as an <b>Effective Communicator</b> by delivering a fluent, evidence-based presentation. They <b>self-correct</b> pronunciation and grammatical mistakes without losing flow. They use a <b>range of academic vocabulary</b> to justify their analysis of author purpose.

<b>Resources: (LIFT)</b>
<ul style="list-style-type: none"> <li>• Literary texts and informational texts on “intelligence”</li> <li>• Academic word list and vocabulary cards</li> <li>• Sentence stems and speaking frames</li> <li>• Graphic organizers (e.g., Venn diagrams, cause/effect charts)</li> <li>• Visual aids and bilingual glossaries</li> <li>• Videos (e.g., TED Talks, Edutopia)</li> </ul>

<b>Instructional Strategies and Learning Experiences</b>
<b>1. Academic Language &amp; Vocabulary Development</b>
<ul style="list-style-type: none"> <li>• Introduce and practice key vocabulary: <ul style="list-style-type: none"> <li>◦ <i>intelligence, mindset, effort, persistence, evidence, author’s purpose</i></li> </ul> </li> <li>• Use visuals, context clues, and examples to build understanding</li> <li>• Model and practice academic language using sentence frames</li> </ul>
<b>Strategies Used:</b>
<ul style="list-style-type: none"> <li>• Explicit vocabulary instruction (context clues, word relationships)</li> </ul>

- Modeling academic language (NASOT: Direct Instruction)
- ELLevation strategies for language development
- Differentiation by proficiency level

## 2. Reading & Comprehension



- Engage students in:
  - Read-alouds and guided reading (literary + informational texts)
  - Independent reading with annotation
- Focus on:
  - Identifying author's purpose
  - Determining central idea and theme
- Practice comprehension strategies:
  - Previewing, predicting, and monitoring understanding

### Strategies Used:

- Scaffolded instruction (chunking, visuals)
- Metacognitive strategies (monitoring comprehension)
- Gradual release model

## 3. Speaking & Collaboration

- Facilitate structured discussions:
  - Turn and Talk
  - Think-Pair-Share
  - Use of sentence stems and discussion frames
- Discuss:
  - Different types of intelligence
  - The role of effort in success

### Strategies Used:

- Collaborative learning structures

- Modeled and guided discourse
- ELLevation speaking strategies

#### 4. Writing & Evidence-Based Responses

- Guide students to:
  - Respond to questions using textual evidence
  - Explain author's purpose
  - Reflect on growth mindset and personal experiences
- Provide supports:
  - Sentence frames
  - Modeled responses (CER: Claim–Evidence–Reasoning)

#### Strategies Used:

- Evidence-based writing instruction
- Modeling and guided practice
- Differentiation for MLL/SPED/504
- NASOT: Practice & Application

#### 5. Organization & Thinking Tools

The diagram shows two mindsets: Fixed Mindset (orange) and Growth Mindset (blue). Below each is a list of characteristics. To the right is a 'COMPARE & CONTRAST' graphic organizer with fields for Topic 1, Topic 2, Similarities, and two Differences sections.

**Fixed Mindset**

- I'm only good at certain things
- I give up when it gets too hard
- I hate challenges
- I take feedback and criticism personally
- I don't like doing what I don't know

**Growth Mindset**

- I can be good at anything
- I try until I get the results I want
- I embrace challenges
- I welcome feedback and criticism
- I like learning about things I don't know

**COMPARE & CONTRAST**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Topic 1: \_\_\_\_\_ Topic 2: \_\_\_\_\_

Similarities: \_\_\_\_\_

Differences: \_\_\_\_\_ Differences: \_\_\_\_\_

- Use graphic organizers to:
  - Compare fixed vs. growth mindset (T-Chart)
  - Map types of intelligence
  - Organize evidence (CER chart)
- Support idea development and reflection

#### Strategies Used:

- Visual scaffolding

- Chunking complex ideas
- Multi-level supports

## 6. Reflection & Real-World Connections



- Engage students in:
  - Personal reflection (journals, quick writes)
  - Goal-setting activities
  - Connections between effort and success
- Connect learning to real-life experiences

### Strategies Used:

- Student-centered reflection
- Engagement strategies (NASOT)
- Culturally responsive connections

To help students become problem solvers and critical thinkers, lessons will connect vocabulary to real use in speaking, reading, and writing.

- Structured Conversations: Students will use academic words (analyze, predict, evidence, intelligence) in partner and group discussions.
- Scaffolded Writing: Provide sentence frames to help students explain ideas and cite evidence (e.g., "According to the text..." "The author shows...").
- Visual Supports: Use images, real objects, charts, and graphic organizers to help students compare, reflect, and understand texts.
- Think-Pair-Share & Peer Discussions: Students practice speaking and listening through structured dialogue and cooperative learning.
- Culturally Relevant Texts: Include texts and media that reflect students' backgrounds and experiences.

- Direct Vocabulary Instruction: Teach and practice academic vocabulary using structured steps (e.g., 5- or 7-step vocabulary routine).
- Guided Reading & Read-Alouds: Support students in reading fiction and nonfiction texts.
- Annotation & Reading Guides: Students highlight key ideas, themes, and important vocabulary.
- Evidence-Based Responses: Students paraphrase main ideas and use text evidence in speaking and writing.
- Reflection Activities: Students write journal responses or exit slips about key ideas (e.g., what intelligence means).
- Performance Tasks: Students create and perform short skits to demonstrate

(Aligned to CELF Standards & Marzano/NASOT Framework)

**1. Structured Academic Conversations:**

What Students Do:	CELP Alignment:	Marzano Alignment:
<ul style="list-style-type: none"> <li>• Engage in think-pair-share, peer dialogue, and small-group discussions.</li> <li>• Use academic vocabulary (analyze, predict, evidence, intelligence) during discussions.</li> <li>• Debate ideas such as fixed vs. growth intelligence.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking Standard 1: Participate in collaborative conversations.</li> <li>• Listening Standard 2: Interpret meaning in spoken texts.</li> <li>• Language Standard 10: Use academic vocabulary appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• DQ2: Helping Students Interact with New Knowledge</li> <li>• DQ5: Engaging Students</li> <li>• DQ8: Establishing Classroom Routines (structured protocols)</li> </ul>

**2. Scaffolded Writing with Text Evidence**

What Students Do:	CELP Alignment:	Marzano Alignment:
<ul style="list-style-type: none"> <li>• Use sentence frames (e.g., “According to the text...”, “The author suggests...”)</li> <li>• Paraphrase main ideas.</li> <li>• Cite textual evidence in written and spoken</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Standard 4: Construct grade-appropriate written claims supported by evidence.</li> <li>• Reading Standard 3: Analyze central ideas and key details.</li> </ul>	<ul style="list-style-type: none"> <li>• DQ3: Practicing and Deepening Knowledge</li> <li>• DQ4: Generating and Testing Hypotheses</li> </ul>

responses.

### 3. Visual & Linguistic Scaffolds

#### What Students Do:

- Use graphic organizers to compare/contrast ideas.
- Analyze visuals to deepen understanding.
- Annotate texts with guided supports.

#### CELP Alignment:

- Reading Standard 2: Determine the meaning of words and phrases.
- Language Standard 9: Determine word meaning and nuances.

#### Marzano Alignment:

- DQ2: Processing New Information
- DQ3: Examining Similarities and Differences

### 4. Direct Vocabulary Instruction (5 (Marzano)- or 7-Step Routine (Calderón))

#### What Students Do:

- Learn academic vocabulary explicitly.
- Practice using vocabulary in speaking and writing.
- Reflect on denotation and connotation.

#### CELP Alignment:

- Language Standard 10: Acquire and use academic vocabulary.

#### Marzano Alignment:

- DQ2: Introducing New Knowledge
- DQ6: Tracking Student Progress

### 5. Guided Reading & Text Analysis

#### What Students Do:

- Participate in read-aloud and guided reading.
- Identify themes and key ideas.
- Complete reading guides and annotations.

#### CELP Alignment:

- Reading Standard 1: Cite textual evidence.
- Reading Standard 3: Analyze development of ideas.

#### Marzano Alignment:

- DQ2: Helping Students Interact with New Knowledge
- DQ3: Deepening Knowledge

<b>6. Performance &amp; Application Tasks</b>		
<p><b>What Students Do:</b></p> <ul style="list-style-type: none"> <li>• Create and perform skits demonstrating understanding.</li> <li>• Apply vocabulary in authentic speaking tasks.</li> <li>• Reflect in journals or exit slips.</li> </ul>	<p><b>CELP Alignment:</b></p> <ul style="list-style-type: none"> <li>• Speaking Standard 4: Present information clearly.</li> <li>• Writing Standard 6: Produce clear and coherent writing.</li> </ul>	<p><b>Marzano Alignment:</b></p> <ul style="list-style-type: none"> <li>• DQ4: Generating and Testing Hypotheses</li> <li>• DQ5: Engaging Students</li> <li>• DQ9: Using Feedback to Support Growth</li> </ul>

## Grade 9 English Language Development Unit 2

<b>Name of the Unit:</b> Clean Water for the World	<b>Length of the Unit:</b> 15 days / 2.5 Cycles
<p><b>Purpose of the Unit: (Unit Overview/Summary-Focus - Theme / Topic)</b>          Students explore the importance of clean water in all parts of the world. The unit explores this topic from multiple perspectives relevant to students from a diverse array of communities. The unit focuses on reading skills, including describing a story’s plot and supporting analysis with textual evidence. The language convention focus is on subject and object pronouns.</p>	
<p><b>Common Core State Standards Addressed in this unit:</b></p>	

<b>CELP Standards</b> (Emphasize standards in <b>bold</b> )	<b>CCSS (priority (P) and supporting standards (s)) ELA CELP Standard Connections to ELA</b>	<b>Interdisciplinary Standards CELP Standard Connections to Math/Science/Social Studies</b>
<ul style="list-style-type: none"> <li>• <b>CELP Standard 1:</b> Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</li> <li>• <b>CELP Standard 4:</b> Construct explanations and express information and ideas in spoken and written English.</li> </ul>	<ul style="list-style-type: none"> <li>• Literature RL.2. Determine a theme or central idea of a text and analyze in detail its development throughout the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop throughout a text, interact with other characters, and advance the plot or develop the theme.</li> <li>• Informational Text RI.2. Determine a central idea of a text and analyze its development throughout the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> </ul>	<p>EP1. Support analyses of a range of grade-level complex texts with evidence</p> <p>EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.</p> <p>MP1. Make sense of problems and persevere in solving them.</p> <p>SP1. Ask questions and define problems.</p> <p>SP4. Analyze and interpret data.</p> <p>InP.15-17 Take informed action</p> <p>InP.1-4* Construct and critique both compelling and supporting questions that advance and frame inquiry</p>

**Vision of the Graduate:**

This unit supports the CTECS Vision of the Graduate by fostering the following skills and attributes in our students:

**Critical Thinker:** Explicitly label the task of evaluating author bias and evidence sufficiency (RI.9-10.8) as a VoG Critical Thinker competency. In this Unit, students are tasked with identifying and grappling with both the denotation and connotation of how intelligence is perceived in society. The essential question requires that students apply it to communities as well as broader society

**Effective Communicator:** Use the oral presentation to demonstrate the ability to "convey ideas accurately and persuasively" using academic discourse

**Skilled Socially:** Vocabulary learning through structured discourse and shared reading, both of which have been shown to build social patience and empathy when practiced consistently.

**Problem Solver:** In this Unit, students are tasked with identifying and grappling with both the denotation and connotation of how intelligence is perceived in society. Students will be asked to “solve” the problem of their own bias around intelligence.

**Respectful:** Students will begin the process of routine speaking with and listening to partners.

**Work Ready:** Students will begin to explore their own “intelligence” and what might apply to a desired trade choice.

<b>Big Ideas:</b> (What is the value or benefit of learning the concepts in this goal?)
<ul style="list-style-type: none"> <li>• How does access to clean water affect people's lives?</li> <li>• How can we make sure everyone has access to clean water?</li> <li>• How will cities provide clean water in the future?</li> <li>• How has access to clean water affected the development of cities?</li> </ul>
<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>• What impact does clean water have on the world?</li> </ul>

<b>Learning Outcomes</b>	
<b>Students will know:</b> (Content + Skills)	<b>As evidenced by:</b> (Student demonstration of Learning: oral, written, or performance)
<p><b>Reading &amp; Analysis</b></p> <ul style="list-style-type: none"> <li>• The key elements of plot (exposition, rising action, climax, resolution)</li> <li>• How to analyze a text about real-world issues (clean water, communities, cities)</li> <li>• How to cite strong textual evidence to support ideas</li> <li>• How to explain the impact of clean water on people and societies</li> </ul> <p><b>Content Understanding (Big Ideas)</b></p> <ul style="list-style-type: none"> <li>• Access to clean water affects health, education, and quality of life</li> <li>• Clean water access is unequal across the world</li> <li>• Cities depend on clean water for growth and sustainability</li> <li>• Solutions to water access require planning, innovation, and equity</li> </ul>	<p><b>Evidence of Learning (Assessment Plan)</b></p> <p><b>Oral Evidence - Students will:</b></p> <ul style="list-style-type: none"> <li>• Participate in discussions answering: <ul style="list-style-type: none"> <li>◦ “<i>What impact does clean water have on the world?</i>”</li> </ul> </li> <li>• Explain ideas using textual evidence</li> <li>• Use academic language and sentence frames (CELP-aligned)</li> <li>• Present solutions or perspectives on clean water access</li> </ul> <p>✓ Example: “The author shows that clean water is important because... In paragraph 3, it states...”</p> <p><b>Written Evidence - Students will:</b></p> <ul style="list-style-type: none"> <li>• Write constructed responses analyzing text about clean water</li> <li>• Cite and explain evidence from readings</li> </ul>

**Language & Conventions**

- The correct use of subject pronouns (I, he, she, they)
- The correct use of object pronouns (me, him, her, them)
- How to use pronouns clearly to avoid repetition and improve writing

**Literature & Informational Text Standards**

Skill	ELA Standards	CELP Standards
Plot / Text Structure	RL.3, RL.5	4, 5
Textual Evidence	RL/RI.1	5, 6, 10
Analysis	RL/RI.2,3,6	4, 5, 6, 7
Pronouns	L.1	6, 10
Context Clues	RL/RI.4, L.4	4, 8
Summarizing	RL/RI.2, SL.2	5, 6, 9

- Summarize or paraphrase key ideas
- Use correct subject/object pronouns in writing

✓ Example Tasks:

- Short response: *Explain how clean water affects a community using evidence*
- Paragraph: *Describe the plot of a story related to water access*
- Editing task: Correct pronoun usage in sentences

Performance-Based Evidence - Students will:

- Create a visual, presentation, or project (poster, slide, infographic)
- Demonstrate understanding of:
  - The importance of clean water
  - Possible solutions
- Collaborate and present ideas clearly

✓ Example Tasks:

- Group project: *Design a solution for clean water in a city*
- Presentation: Explain how water access impacts people in different regions

**Key vocabulary/terms:**

access (n.), distribute (v.), impact (n.), reliable (adj.), source (n.), technique (n.).

**Additional Tier 2 Vocabulary** (Key Vocabulary from readings): aqueduct (n.), civilization (n.), impurity (n.), population (n.), sanitation (n.), sophisticated (adj.), well (n.), equipment (n.), contaminated (adj.), concrete (n.), seep (v.), doubtful (adj.), accumulate (v.), device (n.), effective (adj.), harvest (v.), system (n.), yield (v.)

**Evidence of Teaching and Learning**

How will we know when students are learning? What strategies / interventions/ modifications will be applied for non-mastery? How will we enrich proficient students?

**Content Objectives:**

1. Students will explore the relationship between **clean water access and human development** through literary

**Language Objectives:**

1. Students will orally and in writing **cite textual evidence** to support their analysis and claims about clean water issues.

<p>and informational texts (e.g., Nya's story, fog catchers, aqueducts).</p> <p><b>2.</b> Students will analyze how different societies, past and present, manage water resources and confront challenges related to scarcity</p>	<p>2.Students will accurately <b>utilize subject and object pronouns</b> to maintain clarity and avoid repetition</p>
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**Unit 2 Assessments, Performance Indicators, and Scoring Rubrics /Proficiency Scales**  
 The unit performance indicators are taught and formatively assessed through all units

<p>Assessment Links:</p>	<p>Common Assessments</p> <ul style="list-style-type: none"> <li>• Written summaries and paraphrases of text.</li> <li>• Oral presentations (Research findings).</li> <li>• Dialogues/Collaborative conversations.</li> <li>• Unit assessments.</li> <li>• Reading Fluency Assessments.</li> <li>• Self-evaluations (Unit Launch Self-Assess</li> </ul>
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<p><b>Performance Task (PT) Links:</b></p>	<ul style="list-style-type: none"> <li>• <b>Multimedia Presentation:</b> Presenting a problem and solution related to clean water.</li> <li>• <b>Problem-Solution Essay:</b> Explaining a clean water problem and a potential solution using research.</li> </ul> <p>Speaking Rubric: Discussion/Presentation</p>
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<p><b>PT Rubric: Writing</b></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 20%;">Level</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td><b>4 – Exceeds</b></td> <td>Clearly explains ideas about clean water using <b>multiple pieces of evidence</b>; uses academic language and correct grammar; builds on others’ ideas</td> </tr> <tr> <td><b>3 – Meets</b></td> <td>Explains ideas using <b>relevant evidence</b>; mostly clear language; participates appropriately</td> </tr> <tr> <td><b>2 – Developing</b></td> <td>Shares ideas with <b>limited or unclear evidence</b>; language errors may interfere with meaning</td> </tr> <tr> <td><b>1 – Beginning</b></td> <td>Provides minimal response; little to no evidence; difficulty expressing ideas</td> </tr> </tbody> </table>	Level	Criteria	<b>4 – Exceeds</b>	Clearly explains ideas about clean water using <b>multiple pieces of evidence</b> ; uses academic language and correct grammar; builds on others’ ideas	<b>3 – Meets</b>	Explains ideas using <b>relevant evidence</b> ; mostly clear language; participates appropriately	<b>2 – Developing</b>	Shares ideas with <b>limited or unclear evidence</b> ; language errors may interfere with meaning	<b>1 – Beginning</b>	Provides minimal response; little to no evidence; difficulty expressing ideas
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<b>3 – Meets</b>	Explains ideas using <b>relevant evidence</b> ; mostly clear language; participates appropriately										
<b>2 – Developing</b>	Shares ideas with <b>limited or unclear evidence</b> ; language errors may interfere with meaning										
<b>1 – Beginning</b>	Provides minimal response; little to no evidence; difficulty expressing ideas										

Writing Rubric: (Text Analysis / Summary)	
Level	Criteria
<b>4 – Exceeds</b>	Strong analysis with <b>clear central idea</b> , multiple pieces of evidence, thorough explanation; correct pronoun use; well-organized

<b>3 – Meets</b>	Clear central idea; <b>relevant evidence</b> with explanation; mostly correct grammar/pronouns
<b>2 – Developing</b>	Basic idea present; limited or weak evidence; errors in grammar/pronouns
<b>1 – Beginning</b>	Unclear idea; little/no evidence; frequent errors

Project Rubric (Clean Water Solution/Presentation)

<b>Level</b>	<b>Criteria</b>
<b>4 – Exceeds</b>	Demonstrates deep understanding; <b>creative, well-supported solution</b> ; clear explanation using evidence; strong collaboration/presentation
<b>3 – Meets</b>	Shows understanding; <b>clear solution</b> ; includes some evidence; organized presentation
<b>2 – Developing</b>	Partial understanding; solution unclear or lacks support
<b>1 – Beginning</b>	Limited understanding; incomplete or unclear project

<b>Resources – LIFT +</b>
<ul style="list-style-type: none"> <li>• Literary texts on clean water (e.g., A Long Walk to Water).</li> <li>• Informational texts on clean water (e.g., Fog catchers, Aqueducts).</li> <li>• Academic word list and vocabulary cards.</li> <li>• Sentence stems and speaking frames (Discussion Frames).</li> <li>• Graphic organizers (Concept Map, Plot Diagram).</li> <li>• Visual aids and bilingual glossaries.</li> <li>• Videos (e.g., “Singapore: Solving the Water Problem”).</li> </ul>
<b>Learning Experiences &amp; Instructional Strategies</b>
<b>1. Academic Language &amp; Vocabulary Development</b>
<ul style="list-style-type: none"> <li>• Introduce and practice academic vocabulary using: <ul style="list-style-type: none"> <li>◦ Visuals, context clues, and dictionaries</li> </ul> </li> <li>• Provide direct instruction and feedback on grammar:</li> </ul>

- Pronouns and precise word usage
- Model and practice academic language with sentence frames

### **Strategies Used:**

- Explicit vocabulary instruction
- Modeling academic language (NASOT: Direct Instruction)
- ELLevation language supports
- Differentiation by proficiency level

## **2. Reading & Comprehension**

- Engage students in:
  - Read-alouds and guided reading (literary + informational texts)
  - Independent reading with annotation
- Teach comprehension strategies:
  - Previewing, predicting, and monitoring understanding
- Provide differentiated texts (below/on/above level)

### **Texts May Include:**

- *Nya's Story*
- *Aqueducts*

### **Strategies Used:**

- Scaffolded instruction with visuals and chunking
- Metacognitive strategy instruction
- Gradual release (I Do → We Do → You Do)

## **3. Speaking & Collaboration**

- Structure student discussions using:
  - Turn and Talk
  - Think-Pair-Share
  - Sentence stems and discussion frames
- Focus conversations on clean water issues and global impact

### **Strategies Used:**

- Collaborative learning structures
- Modeled and guided academic discourse
- ELLevation speaking strategies

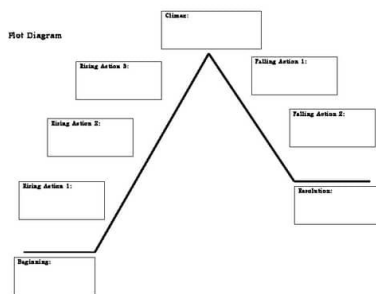
## **4. Writing, Evidence & Research**

- Guide students to:
  - Paraphrase main ideas
  - Cite textual evidence to support responses
  - Research clean water access and solutions
  - Present findings clearly

**Strategies Used:**

- Evidence-based writing instruction
- Modeling and guided practice
- Differentiated supports (MLL/SPED/504)
- NASOT: Practice & Application

**5. Organization & Thinking Tools**



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**T-Chart**

Select two things to compare (ideas, characters, events, etc.). List the topics or headings for the columns below. Then make comparisons by writing statements in the corresponding columns.

Topic:	Topic:

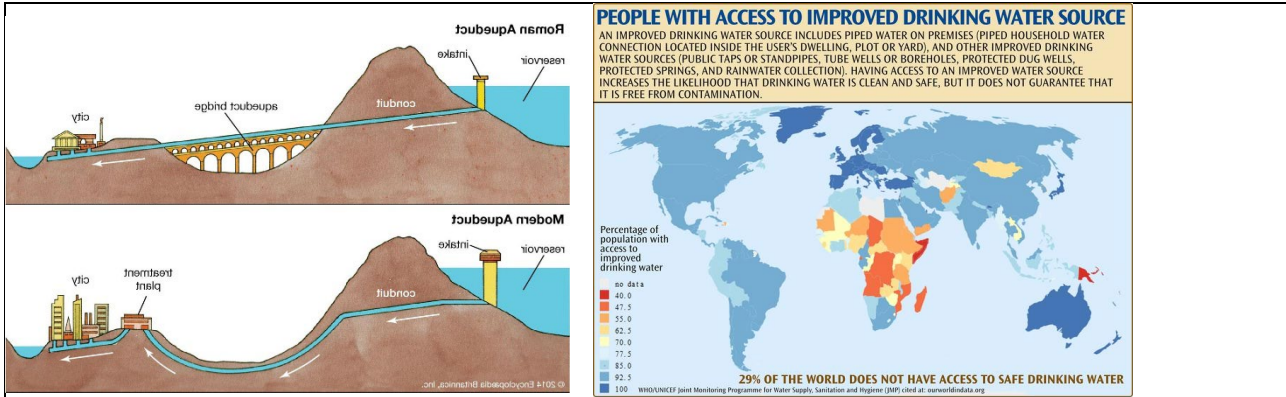
readwritethink.com

- Use graphic organizers to:
  - Track ideas and themes (Concept Map)
  - Analyze story structure (Plot Diagram)
  - Compare and contrast ideas (T-Chart)
- Support reflection and deeper thinking

**Strategies Used:**

- Visual scaffolding
- Chunking complex information
- Multi-level supports

**6. Visual & Multimedia Analysis**



- Analyze visuals to deepen understanding:
  - Photographs, diagrams, maps, graphs
- Connect visual information to texts and discussions

**Strategies Used:**

- Multi-modal instruction (visual + textual)
- Interpretation of diverse media (NASOT: Engagement)

## Grade 9 English Language Development Unit 3

<b>Name of the Unit:</b> Overcoming Fear	<b>Length of the Unit:</b> 15 days / 2.5 Cycles
<b>Purpose of the Unit:</b> (Unit Overview/Summary-Focus - Theme / Topic)	
Students will explore the nature of fear and the psychological and biological processes behind it. The core purpose is learning how we can control and respond to our fears. The unit focuses on	

analyzing key events and identifying the central idea of a story. In addition, this unit will focus on the language conventions around intensive and reflexive pronouns.

**Common Core State Standards Addressed in this unit:**

<b>CELP Standards</b> (Emphasize standards in <b>bold</b> )	<b>CCSS (priority (P) and supporting standards (s)) ELA</b> <b>CELP Standard Connections to ELA</b>	<b>Interdisciplinary Standards</b> <b>CELP Standard Connections to Math/Science/Social Studies</b>
<p><b>CELP Standard 1:</b> Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p> <p><b>CELP Standard 4:</b> Construct explanations and express information and ideas in spoken and written English.</p> <p><b>CELP Standard 8:</b> Determine the meaning of words and phrases in oral presentations and literary and informational text</p>	<p>•<b>Literature</b>  <b>RL.2.</b> Determine a theme or central idea of a text and analyze in detail its development throughout the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <b>RL.3.</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop throughout a text, interact with other characters, and advance the plot or develop the theme.</p> <p>•<b>Informational Text</b>  <b>RI.2.</b> Determine a central idea of a text and analyze its development throughout the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <b>RI.1, RI.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence  <b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others  <b>MP3.</b> Construct viable arguments and critique the reasoning of others.  <b>SP7.</b> Engage in an argument from evidence            In P.10 Construct and critique valid arguments using claims and evidence.</p>

**Vision of the Graduate:**

This unit supports the CTECS Vision of the Graduate by fostering the following skills and attributes in our students:

Effective Communicator: Students participate in panel discussions, deliver presentations, and write reports on complex topics (phobias)

Skilled Socially: Students participate in structured discussions about fears (with sensitivity) and utilize strategies like discourse sentence frames for precise communication.

**Problem Solver:** Students are tasked with researching and reporting on techniques for calming down the fear response and getting fear under control

**Critical Thinker:** Students analyze the cause and effect of fear responses, synthesize information from science articles ("Fear on the Brain") and fiction (e.g., "Sully's 'Deliberate Calm'"), and analyze the central idea of a story.

**Respectful:** Students monitor discussions for sensitivity regarding fears and actively listen to new ideas

**Work Ready:** Students develop research and reporting skills to examine real-world challenges (phobias, crises). **Essential Questions:** (engaging, open-ended questions to spark student interest and sharply focus instruction and assessment)

**Big Ideas:** (What is the value or benefit of learning the concepts in this goal?)

- **Fear is an automatic defensive response** originating in the brain. We can manage intense emotions through **deliberate calm** and practice. Understanding how we respond to fear reveals **key insights about ourselves**.

**Essential Questions:**

- How can we overcome our fears?
- How can understanding fear help us respond to it?
- What can we do to control our fears?
- What do our responses to our fears tell us about ourselves?

<b>Learning Outcomes</b>	
<b>Students will know:</b> (Content + Skills)	<b>As evidenced by:</b> (Student demonstration of Learning: oral, written, or performance)
<p><b>Reading &amp; Analysis</b></p> <ul style="list-style-type: none"> <li>• How to identify the central idea of a text</li> <li>• How to analyze key events and explain how they develop the text</li> <li>• How to use textual evidence to support their thinking</li> <li>• How to explain the relationship between events, ideas, and meaning</li> </ul> <p><b>Content Understanding (Big Ideas about Fear)</b></p> <ul style="list-style-type: none"> <li>• Fear is a natural, automatic response in the brain</li> <li>• People can learn to manage fear through strategies and practice</li> </ul>	<p><b>ORAL EVIDENCE</b> (Speaking &amp; Listening) Students will:</p> <ul style="list-style-type: none"> <li>• Participate in discussions responding to essential questions such as: <i>"How can we overcome our fears?"</i></li> <li>• Explain the central idea of a text about fear</li> <li>• Describe key events and how they relate to the topic</li> <li>• Use academic language and sentence frames</li> </ul> <p>✓ Example: "The central idea is that fear helps protect us. In the text, it states... This shows..."</p>

- Responses to fear reveal personal traits, thinking patterns, and behavior
- Understanding fear helps individuals make better decisions and responses

**Language & Conventions**

- The difference between:
  - Reflexive pronouns (myself, yourself, himself)
  - Intensive pronouns (myself, yourself, herself used for emphasis)
- How to use pronouns correctly in speaking and writing
- How pronoun use supports clarity and emphasis

**Literature & Informational Text Standards**

- Theme
- Central idea
- Specific details
- Objective summary
- Motivations
- Character development and interactions
- Plot advancement
- Textual evidence
- Explicit meaning, Implicit meaning (inference)
- Analysis of text

**Standards Alignment (Simplified)**

Skill / Concept	ELA Standards (CCSS-Aligned)	CELP Standard(s)	What Students Do (Language + Content)
Theme	RL.9-10.2, RL.11-12.2	CELP 1 (Reading)	Determine theme and explain how it develops using evidence

**WRITTEN EVIDENCE (Reading & Writing) Students will:**

- Write constructed responses identifying central idea
- Analyze key events and their impact
- Use textual evidence with explanation
- Demonstrate correct use of reflexive and intensive pronouns

✓ **Example Tasks:**

- Paragraph: *Explain how a character responds to fear using evidence*
- Short response: *What is the central idea of the text?*
- Editing task: Correct pronoun usage

**PERFORMANCE-BASED EVIDENCE - Students will:**

- Create a presentation, skit, or visual explaining:
  - How fear works
  - How people respond to fear
  - Strategies to manage fear
- Apply learning to real-life or simulated situations

✓ **Example Tasks:**

- Role-play: *Responding to a fearful situation*
- Project: *How to manage fear (poster, slides, or video)*

<b>Central Idea</b>	RI.9-10.2, RI.11-12.2	CELP 1 (Reading)	Identify central idea and track how it develops across the text
<b>Specific Details</b>	RL/RI.9-10.1, RL/RI.11-12.1	CELP 1 (Reading)	Cite specific textual evidence to support understanding
<b>Objective Summary</b>	RI.9-10.2, W.9-10.2	CELP 2 (Writing)	Write concise summaries using key ideas without opinion
<b>Motivations</b>	RL.9-10.3, RL.11-12.3	CELP 1 (Reading), CELP 3 (Speaking)	Explain why characters act using evidence and discussion
<b>Character Development &amp; Interactions</b>	RL.9-10.3, RL.11-12.3	CELP 1 (Reading), CELP 3 (Speaking)	Analyze how characters change and interact with others
<b>Plot Advancement</b>	RL.9-10.5, RL.11-12.5	CELP 1 (Reading)	Analyze how events build on each other and advance the plot
<b>Textual Evidence</b>	RL/RI.1, W.9	CELP 1 (Reading), CELP 2 (Writing)	Select and use relevant evidence in speaking and writing
<b>Explicit Meaning</b>	RL/RI.1	CELP 1 (Reading)	Identify information directly stated in the text
<b>Implicit Meaning (Inference)</b>	RL/RI.1, RL/RI.4	CELP 1 (Reading), CELP 4 (Listening)	Make inferences using textual clues and prior knowledge
<b>Analysis of Text</b>	RL/RI.2-6, W.2	CELP 1 (Reading), CELP 2 (Writing), CELP 3 (Speaking)	Analyze ideas, structure, and meaning; explain thinking with evidence

<p><b><u>Key vocabulary/terms:</u></b></p> <p>Academic Tier 2 Vocabulary: automatic (adj.), circumstance (n.), energy (n.), intense (adj.), response (n.), trigger (v.). Additional Tier 2 Vocabulary (Key Vocabulary from readings): emotion (n.), panic (v.), reflex (n.), defensive (adj.), deliberate (adj.), experience (n.), crisis (n.), decision (n.), pressure (n.), rational (adj.), terrified (adj.), variable (n.), exhausted (adj.), imagine (v.), mysterious (adj.), restless (adj.), shudder (v.), surround (v.).</p>	
<p><b>Evidence of Teaching and Learning</b></p> <p>How will we know when students are learning? What strategies / interventions/ modifications will be applied for non-mastery? How will we enrich proficient students?</p>	
<p><b>Content Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students will analyze the <b>biological mechanism of fear</b> (e.g., limbic system, adrenaline rush) and its role in survival.</li> <li>2. Students will examine real-world examples (e.g., Captain Sullenberger) to understand <b>deliberate calm</b> and successful crisis response.</li> </ol>	<p><b>Language Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students will use <b>strategies to monitor comprehension</b> during reading (e.g., paraphrasing, asking questions).</li> <li>2. Students will accurately and intentionally <b>use intensive and reflexive pronouns</b> in discussions and written texts.</li> </ol>
<p><b>Unit 3 Assessments, Performance Indicators, and Scoring Rubrics /Proficiency Scales</b></p> <p>The unit performance indicators are taught and formatively assessed through all units</p>	
<p>Assessment Links:</p>	<p>Common Assessments</p> <ul style="list-style-type: none"> <li>• Skit planning check-ins</li> <li>• Written summaries and paraphrases of text</li> <li>• Portfolios</li> <li>• Oral presentations</li> <li>• Dialogues</li> <li>• Unit assessments</li> <li>• Reading Fluency Assessments</li> <li>• Projects</li> </ul>

- Self-evaluations

**Performance Task (PT)**

**Links:**

- **Report on a Common Phobia:** Researching and reporting on the causes and strategies for overcoming a specific fear.
- **Panel Discussion:** Presenting research findings on phobias in a collaborative group setting.

**PT Rubric: Speaking, Writing, Project**

Speaking Rubric

Level	Criteria
<b>4 – Exceeds</b>	Explains ideas clearly with <b>strong evidence</b> , uses academic language, makes real-world connections
<b>3 – Meets</b>	Explains ideas with <b>relevant evidence</b> , mostly clear language
<b>2 – Developing</b>	Shares ideas with <b>limited evidence</b> , unclear at times
<b>1 – Beginning</b>	Minimal participation, little or no evidence

Writing Rubric

Level	Criteria
<b>4 – Exceeds</b>	Strong central idea, <b>multiple pieces of evidence</b> , deep analysis, correct pronoun use
<b>3 – Meets</b>	Clear central idea, <b>relevant evidence</b> , mostly correct grammar
<b>2 – Developing</b>	Basic idea, limited evidence, some grammar errors
<b>1 – Beginning</b>	Unclear idea, little/no evidence, frequent errors

Project Rubric (Fear Response/Management Project)

Level	Criteria
<b>4 – Exceeds</b>	Deep understanding of fear; <b>thoughtful, realistic strategies</b> ; strong presentation
<b>3 – Meets</b>	Clear understanding; <b>appropriate strategies</b> ; organized presentation
<b>2 – Developing</b>	Partial understanding; unclear or weak strategies

**Common Learning Experiences & Instructional Strategies****1. Academic Language & Vocabulary Development**

- Teach and practice academic vocabulary using:
  - Context clues, thesaurus, and word relationships
  - Vocabulary cards and academic word lists
- Provide explicit instruction and feedback on grammar:
  - Example: intensive and reflexive pronouns
- Model correct language use in speaking and writing

**Strategies Used:**

- Explicit vocabulary instruction
- Modeling academic language (Marzano, ELLevation)
- Differentiation based on proficiency levels

**2. Reading & Comprehension Development**

- Engage students in:
  - Read-alouds and guided reading (literary + informational texts)
  - Monitoring comprehension strategies (questioning, clarifying, predicting)
- Use scaffolded supports:
  - Connecting visuals/diagrams to text
  - Multi-level reading strategies

**Texts Include:**

- Bronze and Sunflower
- “Fear on the Brain”
- “Sully’s ‘Deliberate Calm’”

**Strategies Used:**

- Scaffolded instruction
- Metacognitive strategy instruction (monitoring comprehension)
- Gradual release (I Do → We Do → You Do)

**3. Speaking & Collaboration**

- Facilitate structured student discussions:
  - Turn and Talk
  - Think-Pair-Share

- Use of sentence stems and discussion frames
- Focus discussions on themes (e.g., fear, courage, human behavior)

**Strategies Used:**

- Collaborative learning structures
- Modeled and guided academic discourse
- ELLevation speaking strategies

**4. Writing, Research & Application**

- Guide students to:
  - Research fears, phobias, and coping strategies
  - Write summaries and analytical responses using evidence
- Provide structured supports:
  - Sentence frames
  - Modeled writing examples

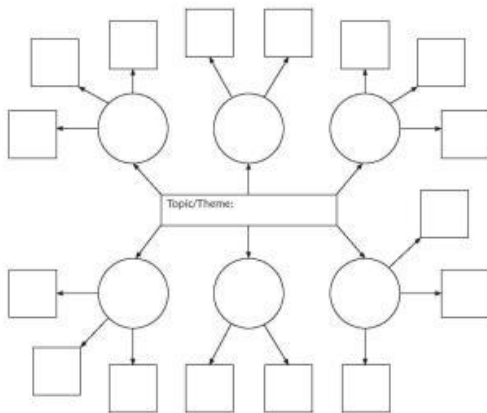
**Strategies Used:**

- Evidence-based writing instruction
- Differentiated supports (SPED/504/MLL)
- Marzano strategies for practice and application

**5. Organization & Thinking Tools**

**Concept Map**

The concept map below is a way for you to show relationships between words and concepts. An arrow connecting two words shows that those words are related in some way. When you're done, you can group words that go together with a circle or box.

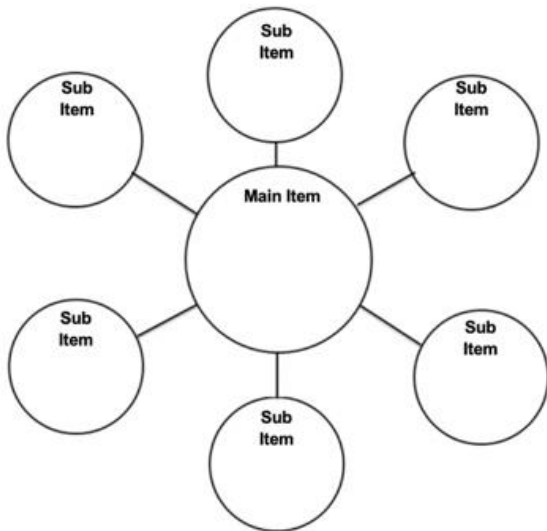


**T-Chart**

Select two things to compare (ideas, characters, events, etc.). List the topics as headings for the columns below. Then make comparisons by writing statements in the corresponding columns.

Topic:	Topic:

Concept Map



- Use graphic organizers to support thinking:
  - Concept maps
  - T-Charts
  - Idea webs
- Help students organize:
  - Ideas
  - Evidence
  - Connections across texts

### Strategies Used:

- Visual scaffolding
- Chunking information
- Differentiation for access

### 6. Multimedia & Engagement

- Incorporate videos and audio to build background knowledge:
  - “The Beautiful Balance Between Courage and Fear”
  - Munch’s diary
- Connect multimedia to reading and discussion

### Strategies Used:

- Multi-modal instruction (visual, auditory)
- Engagement strategies (Marzano: engagement design area)

**Resources:**

- Literary texts on “
- Informational texts on
- Academic word list and vocabulary cards
- Sentence stems and speaking frames
- Graphic organizers (e.g., Venn diagrams, cause/effect charts)
- Visual aids and bilingual glossaries
- Videos on (e.g., TED Talks, Edutopia)

## Grade 9 English Language Development Unit 4

<b>Name of the Unit: Growing UP</b>		Length of the Unit: 15 days / 2.5 Cycles
<b>Purpose of the Unit:</b> (Unit Overview/Summary-Focus - Theme / Topic) Students will explore the concept of growing up, examining the challenges and triumphs of moving from childhood to adulthood. The unit focuses on identifying the central idea and analyzing literary texts, with a strategy that focuses on identifying cohesive devices. In addition, this unit will focus on the language convention around pronoun agreement.		
<b>Common Core State Standards Addressed in this unit:</b>		
<b>CELP Standards</b> (Emphasize standards in <b>bold</b> )	<b>CCSS (priority (P) and supporting standards (s)) ELA</b> <b>CELP Standard Connections to ELA</b>	<b>Interdisciplinary Standards</b> <b>CELP Standard Connections to Math/Science/Social Studies</b>

<p><b>CELP Standard 1:</b> Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p> <p><b>CELP Standard 4:</b> Construct explanations and express information and ideas in spoken and written English.</p> <p><b>CELP Standard 8:</b> Determine the meaning of words and phrases in oral presentations and literary and informational text</p>	<p><b>•Literature</b></p> <p><b>RL.2.</b> Determine a theme or central idea of a text and analyze in detail its development throughout the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL.3.</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop throughout a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>•Informational Text</b></p> <p><b>RI.2.</b> Determine a central idea of a text and analyze its development throughout the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL.1, RI.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence</p> <p><b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others</p> <p><b>MP3.</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>SP7.</b> Engage in an argument from evidence</p> <p>In P.10 Construct and critique valid arguments using claims and evidence.</p>
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**Vision of the Graduate:**  
This unit supports the CTECS Vision of the Graduate by fostering the following skills and attributes in our students:

**Effective Communicator:** Students participate in panel discussions, deliver presentations, and write reports on complex topics (phobias)

**Skilled Socially:** Students participate in structured discussions about fears (with sensitivity) and utilize strategies like discourse sentence frames for precise communication.

**Problem Solver:** Students are tasked with researching and reporting on techniques for calming down the fear response and getting fear under control

**Critical Thinker:** Students analyze the cause and effect of fear responses, synthesize information from science articles ("Fear on the Brain") and fiction (e.g., "Sully's 'Deliberate Calm'"), and analyze the central idea of a story.

**Respectful:** Students monitor discussions for sensitivity regarding fears and actively listen to new ideas

**Work Ready:** Students develop research and reporting skills to examine real-world challenges (phobias, crises). **Essential Questions:** (engaging, open-ended questions to spark student interest and sharply focus instruction and assessment)

<b>Big Ideas:</b> (What is the value or benefit of learning the concepts in this goal?)
<ul style="list-style-type: none"> <li>• Freedom and responsibility are closely linked aspects of growing up.</li> <li>• Maturity involves physical, cognitive, and cultural changes.</li> <li>• Brain development affects decision-making and personal growth.</li> <li>• Intelligence has many forms; effort and persistence support growth.</li> <li>• Supporting ideas with evidence strengthens understanding and communication.</li> </ul>
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do you know you are growing up?</li> <li>• What is the relationship between freedom and responsibility?</li> <li>• What are the challenges and triumphs of growing up?</li> <li>• How do people show intelligence in different ways?</li> <li>• How does effort impact success?</li> <li>• How can I support my ideas with evidence?</li> </ul>

<b>Learning Outcomes</b>	
<b>Students will know:</b> (Content + Skills)	<b>As evidenced by:</b> (Student demonstration of Learning: oral, written, or performance)
<p><b>1. Central Idea &amp; Text Analysis: Students will know:</b></p> <ul style="list-style-type: none"> <li>○ How to identify the central idea of a text</li> <li>○ How authors develop ideas about growing up, maturity, and responsibility</li> <li>• <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>○ Determine and explain the central idea</li> <li>○ Analyze how details support the central idea</li> </ul> </li> </ul> <p><b>2. Cohesive Devices &amp; Text Structure</b> Students will know:</p> <ul style="list-style-type: none"> <li>○ What cohesive devices (e.g., pronouns, transitions) connect ideas in a text</li> <li>• <b>Students will be able to:</b></li> </ul>	<p><b>1. Central Idea &amp; Text Analysis:</b></p> <ul style="list-style-type: none"> <li>• Written responses identifying central idea with evidence</li> <li>• Oral discussions explaining ideas</li> <li>• Annotated texts (highlighting key details)</li> </ul> <p><b>2. Cohesive Devices &amp; Text Structure</b></p> <ul style="list-style-type: none"> <li>• Written analysis of text structure</li> <li>• Annotation of cohesive devices in texts</li> <li>• Performance task identifying connections in passages</li> </ul>

- Identify and explain how cohesive devices improve clarity and flow
- Analyze how ideas are connected across a text

**3. Language Conventions (Pronoun Agreement) - Students will know:**

- Rules for pronoun-antecedent agreement
- **Students will be able to:**
  - Use correct pronouns in speaking and writing
  - Revise writing for clarity and correctness

**4. Theme: Growing Up (Freedom, Responsibility, Maturity) - Students will know:**

- Growing up involves freedom, responsibility, and change
- Brain development influences decision-making
- **Students will be able to:**
  - Analyze how characters experience challenges and growth
  - Explain the relationship between freedom and responsibility
  - Connect texts to real-life experiences

**5. Evidence-Based Thinking -Students will know:**

- The importance of using textual evidence to support ideas
- **Students will be able to:**
  - Cite relevant evidence from texts
  - Explain how evidence supports their thinking

**3. Language Conventions (Pronoun Agreement)**

- Edited and revised writing samples
- Grammar practice tasks
- Oral language use during discussions

**4. Theme: Growing Up (Freedom, Responsibility, Maturity)**

- Analytical writing (theme-based responses)
- Discussions using evidence and examples
- Presentations or reflections on personal growth

**5. Evidence-Based Thinking**

- Constructed responses (CER: Claim–Evidence–Reasoning)
- Evidence-based discussions
- Graphic organizers (evidence tracking)

## 6. Reflection & Real-World Connections -

Students will know:

- Growing up is influenced by cultural, cognitive, and personal experiences
- **Students will be able to:**
  - Reflect on their own experiences and perspectives
  - Compare personal growth to characters or real-world examples

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### Reading & Analysis

- How to identify the central idea of a text
- How to analyze literary texts for themes, character growth, and cohesion
- How to identify cohesive devices (transitions, conjunctions, pronouns, repeated ideas) that connect ideas in text
- How to support analysis with textual evidence

### Content Understanding (Big Ideas about Fear)

- Freedom and responsibility are linked aspects of growing up
- Maturity involves physical, cognitive, and cultural changes
- Brain development affects decision-making during adolescence
- Growing up includes challenges and triumphs that shape identity

### Language & Conventions

- How to identify and use correct pronoun agreement in writing and speaking
- How pronouns help create cohesion and clarity in text

Standards Alignment (Simplified)

## 6. Reflection & Real-World Connections

- Journals or reflective writing
- Small group or whole-class discussions
- Performance tasks connecting text to life

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### Language

#### Oral Evidence

- Participate in class discussions or Socratic seminars about growing up
- Explain the central idea of a story and provide examples from the text
- Discuss the relationship between freedom and responsibility
- Use correct pronouns in spoken responses

#### Written Evidence

- Construct paragraphs or short essays identifying the central idea and supporting it with evidence
- Use cohesive devices (including pronouns) to link ideas
- Summarize key events or experiences of growing up in text
- Analyze character growth and decision-making in literary texts

Performance Evidence

Learning Outcome	ELA Standards	CELP Standards
Central Idea	RL/RI.2, RL/RI.1	CELP 1, 2
Cohesive Devices	RL/RI.5, L.1	CELP 1, 2
Pronoun Agreement	L.1, L.3	CELP 2, 3
Theme (Growing Up)	RL.2, RL.3, RI.3	CELP 1, 2, 3
Evidence-Based Thinking	RL/RI.1, W.9	CELP 1, 2, 3
Reflection	W.2, SL.1	CELP 2, 3, 4

- Create projects or presentations exploring challenges and triumphs of growing up
- Role-play scenarios to illustrate freedom, responsibility, and decision-making
- Compare personal experiences with literary examples of growing up

**Key vocabulary/terms:** consequence (n.), mature (adj.), occur (v.), perception (n.), reinforce (v.), significant (adj.). Additional Tier 2 Vocabulary (Key Vocabulary from readings): independence (n.), supervision (n.), self-sufficiency (n.), ethic (n.), apprehensive (adj.), navigate (v.), relationship (n.), occasion (n.), sorrow (n.), stubborn (adj.), slightly (adv.), philosophies (n.), adolescence (n.), associate (v.), complicated (adj.), outcome (n.), reputation (n.), risk (n.)

#### Evidence of Teaching and Learning

How will we know when students are learning? What strategies / interventions/ modifications will be applied for non-mastery? How will we enrich proficient students?

#### Content Objectives:

1. Students will analyze the **interplay between freedom and responsibility** in personal life and global cultures.
2. Students will explain the cognitive changes in the brain during **adolescence** and their **consequences** for decision-making

#### Language Objectives:

1. Students will use **cohesive devices** (transitional words and phrases) to ensure clarity and logical flow in oral and written explanations (especially in "how-to" tasks).
2. Students will apply knowledge of pronoun agreement to produce grammatically accurate sentences.

#### Unit 4 Assessments, Performance Indicators, and Scoring Rubrics /Proficiency Scales

The unit performance indicators are taught and formatively assessed through all units

Assessment Links:

#### Common Assessments:

1. Central Idea & Theme Analysis

**Purpose:** Assess students' ability to identify and analyze the central idea, theme, and author's purpose.

- **Written Response:** Identify the central idea in a literary or informational text about growing up; explain how details support it.
- **Graphic Organizer:** Use a concept map or plot diagram to track characters’ growth and related themes.
- **Annotation Task:** Highlight cohesive devices and evidence that show theme development.

## 2. Evidence-Based Argument / CER Task

**Purpose:** Evaluate students’ ability to support claims with textual evidence.

- **Claim–Evidence–Reasoning (CER) Paragraph:** Respond to a prompt like: “How do freedom and responsibility relate in the story?”
- **Text Comparison:** Compare two characters’ experiences of growing up using textual evidence.

## 3. Speaking & Discussion

**Purpose:** Measure oral language, use of academic language, and collaborative skills.

### Task Examples:

- **Structured Group Discussion:** Use sentence stems to answer essential questions:
  - “I think people show intelligence differently because...”
  - “Effort leads to success when...”
- **Presentation / Mini-Talk:** Share a reflection on a character’s choices or personal growth experience.

## 4. Reflection & Real-World Connections

**Purpose:** Assess students’ ability to connect learning to personal experiences and societal issues.

### Task Examples:

- **Journal Entry / Quick Write:** Reflect on personal growth or a challenge they have overcome.
- **Project / Multimedia Presentation:** Create a poster, slideshow, or video comparing adolescence experiences across cultures or times.

## 5. Cohesive Devices & Language Conventions

**Purpose:** Evaluate grammar, pronoun usage, and organizational skills.

	<p><b>Task Examples:</b></p> <ul style="list-style-type: none"> <li>• <b>Editing Task:</b> Revise a paragraph for correct pronoun use and transitions.</li> <li>• <b>Sentence Frame Completion:</b> Practice structured responses using academic language.</li> <li>• <b>Peer Review:</b> Check partner’s writing for cohesion and grammar</li> </ul> <p><b>6. Performance Task: “Growing Up Portfolio” (Culminating)</b></p> <p><b>Purpose:</b> Integrate multiple skills—reading, writing, speaking, reflection, analysis.</p> <p><b>Components:</b></p> <ol style="list-style-type: none"> <li>1. <b>Analytical Essay:</b> Analyze a text or texts on growing up, citing evidence.</li> <li>2. <b>Reflection Journal:</b> Connect personal experiences to themes of maturity, responsibility, or decision-making.</li> <li>3. <b>Oral Presentation:</b> Present key findings from text analysis and reflections to the class.</li> <li>4. <b>Graphic Organizer / Visual:</b> Show growth or maturity of characters, relationships between freedom and responsibility, or real-world connections.</li> </ol> <p><b>7. Optional Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Exit tickets answering essential questions: <ul style="list-style-type: none"> <li>○ “What is one challenge of growing up?”</li> <li>○ “How does effort influence success in this story?”</li> </ul> </li> <li>• Quick comprehension quizzes: Identify central idea, theme, and supporting evidence.</li> <li>• Think-Pair-Share reflections on character decisions or personal experiences.</li> </ul>
<p><b>Performance Task (PT) Links:</b></p> <p><b>PT Rubric: Speaking, Writing, Project</b></p>	<ul style="list-style-type: none"> <li>• <b>Report on a Common Phobia:</b> Researching and reporting on the causes and strategies for overcoming a specific fear.</li> <li>• <b>Panel Discussion:</b> Presenting research findings on phobias in a collaborative group setting.</li> </ul> <p>Speaking Rubric</p>

Level	Criteria
4 – Exceeds	Explains ideas clearly with <b>strong evidence</b> , uses academic language, makes real-world connections
3 – Meets	Explains ideas with <b>relevant evidence</b> , mostly clear language
2 – Developing	Shares ideas with <b>limited evidence</b> , unclear at times
1 – Beginning	Minimal participation, little or no evidence

Writing Rubric

Level	Criteria
4 – Exceeds	Strong central idea, <b>multiple pieces of evidence</b> , deep analysis, correct pronoun use
3 – Meets	Clear central idea, <b>relevant evidence</b> , mostly correct grammar
2 – Developing	Basic idea, limited evidence, some grammar errors
1 – Beginning	Unclear idea, little/no evidence, frequent errors

Project Rubric (Fear Response/Management Project)

Level	Criteria
4 – Exceeds	Deep understanding of fear; <b>thoughtful, realistic strategies</b> ; strong presentation
3 – Meets	Clear understanding; <b>appropriate strategies</b> ; organized presentation
2 – Developing	Partial understanding; unclear or weak strategies
1 – Beginning	Limited understanding; incomplete project

Criteria	Level 1 – Entering	Level 2 – Emerging	Level 3 – Developing	Level 4 – Expanding	Level 5 – Bridging / Proficient	Evidence Type
<b>Central Idea / Theme</b>	Can identify simple words or ideas with strong support;	Identifies central idea or theme in simple sentences; some	Identifies central idea/theme; explains with	Explains central idea/theme with multiple pieces of evidence; begins	Clearly analyzes central idea/theme with multiple evidence examples;	Written response, Oral discussion,

Criteria	Level 1 – Entering	Level 2 – Emerging	Level 3 – Developing	Level 4 – Expanding	Level 5 – Bridging / Proficient	Evidence Type
	relies on visuals or teacher guidance	support from text	some text evidence	to infer author’s message	explains relationships and implications	Graphic organizer
<b>Textual Evidence / CER</b>	Points to parts of text when prompted; may repeat key words	Uses simple phrases or sentences to support ideas	Cites text with complete sentences; limited reasoning	Cites text and explains reasoning; connects multiple ideas	Integrates multiple evidence points with detailed reasoning and explanation	CER paragraph, Oral response, Graphic organizer
<b>Cohesive Devices / Grammar</b>	Uses familiar words; limited correct pronouns; fragmented sentences	Uses some pronouns and basic transitions with support	Uses pronouns and basic cohesive devices with few errors	Uses pronouns and transitions consistently; occasional complex sentences	Uses pronouns, transitions, and complex sentences accurately; academic language used effectively	Writing, Oral responses, Peer editing
<b>Speaking / Collaboration</b>	Responds with single words or short phrases; relies on repetition	Shares ideas in short sentences; uses some sentence frames	Participates in discussion with structured sentences; uses academic language with prompts	Actively participates; uses academic language and sentence frames with minimal prompts	Leads discussion; expresses ideas clearly, justifies opinions, uses academic language independently	Discussion, Oral presentation, Partner talk
<b>Text Analysis / Interpretation</b>	Recognizes basic character actions or events	Begins to describe character actions, events, or simple relationships	Analyzes character decisions or events; explains simple relationships	Explains character decisions, events, and relationships; identifies cause/effect or theme	Provides deep analysis of characters, events, and relationships; connects to broader ideas and real-world context	Written analysis, Discussion, Concept map
<b>Reflection / Real-World Connection</b>	Shares personal ideas with strong support or visuals	Makes simple personal connections to text; uses sentence frames	Explains personal connections; begins to relate text to experiences	Connects text to personal or societal experiences; uses academic language	Thoughtfully connects text to self, society, and world; supports reflections with examples and reasoning	Journal, Oral reflection, Multimedia project

<p><b>Resources: LIFT</b></p> <p>Literary texts on growing up (e.g., The Turtle of Oman).</p> <ul style="list-style-type: none"> <li>• Informational texts on growing up (e.g., Japan independence article, brain development article).</li> <li>• Academic word list and vocabulary cards.</li> <li>• Sentence stems and speaking frames (Discussion Frames).</li> <li>• Graphic organizers (Concept Map, Idea Web, Planning Chart).</li> <li>• Videos (e.g., "Girl's Rite of Passage").</li> </ul> <p><b>Common Learning Experiences (Student Activities)</b></p> <p>Students will:</p>
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1. **Build and practice academic vocabulary** using context clues, denotation/connotation, analogies, and visuals.
2. **Read and annotate literary and informational texts**, such as *The Turtle of Oman*, *Bronze and Sunflower*, and articles on brain development or adolescence.
3. **Engage in structured collaborative conversations** using sentence frames and discussion prompts about growing up, independence, and maturity.
4. **Use graphic organizers** (Unit Concept Map, Idea Web, T-Chart, Planning Chart, Plot Diagram) to track ideas, compare perspectives, and organize responses.
5. **Analyze media and visuals** (photos, videos, cultural artifacts, diagrams) to understand cultural context and character experiences.
6. **Conduct research** on childhood history, independence, phobias, coping strategies, or clean water access (for cross-unit connections).
7. **Paraphrase, summarize, and cite textual evidence** to support comprehension and critical thinking.
8. **Reflect and connect learning** to personal experiences, societal issues, or real-world applications.
9. **Practice language conventions** like pronoun agreement, cohesive devices, and sentence organization in writing and speaking.

### **Instructional Strategies (Teacher Supports)**

Teachers will:

- **Pre-teach and model vocabulary** using context clues, analogies, denotation/connotation, and academic language.
- **Use scaffolded partner and group discussions** (Turn-and-Talk, Think-Pair-Share) with sentence frames and prompts.
- **Provide guided reading and read-alouds** to model comprehension and annotation strategies.
- **Use graphic organizers and visual scaffolds** to support comprehension, sequencing, and analysis.
- **Explicitly teach metacognitive and organizational strategies**, including monitoring comprehension, summarizing, and sequencing ideas.
- **Model and practice academic language** (cohesive devices, sentence frames, structured explanations).
- **Differentiate instruction** using multi-level strategies, accessible texts, and multi-modal outputs (writing, speaking, visuals, projects).
- **Integrate Marzano and ELlevation strategies** for vocabulary development, discourse, comprehension, and collaborative learning.
- **Incorporate multi-modal resources** (videos, photographs, diagrams) to enhance engagement and accessibility for MLs.

### ML/EL-Friendly Supports

- Sentence frames for speaking/writing.
- Graphic organizers for organizing ideas and evidence.
- Visual and multi-modal supports for comprehension.
- Scaffolds for reading and writing based on proficiency.
- Opportunities for oral, written, and visual performance tasks.