

Franklin-Simpson Schools  
2011-2012  
Conversational English Class for ELL Students  
Curriculum Map  
Edge A

<b>Edge Unit(s) and Essential Question(s)</b>	Unit 3 Do We Find or Create our True Selves?				
<b>Focus Quality Core Standards</b>	Reading Knowledge of Forms 3c,3d Voice and Method 5d,5e Persuasive Lang./Logic 6a, 6d		Writing Modes 2d Organization, Unity, Coherence 3a, b, e (constructed response)		
<b>Focus KCAS Standards</b>	<b>Reading (L)</b>	<b>Reading (I)</b>	<b>Writing</b>	<b>Speaking and Listening</b>	<b>Language</b>
	1, 2, 4, 5, 6, 7, 10	1, 2, 4, 10	3, 10	1c, 1d, 3, 4, 5, 6	1b, 4b, 6
<b>Reading Instructional Focus</b>	Reading strategy: Making Inferences Literary: Analyze point of view and theme in short stories Analyze elements of poetry Analysis of theme and its variations through Essential Question				
<b>Academic Vocabulary</b>	assume inference perspective depressed distorted normal transform category potential goal tradition				
<b>Writing Instructional Focus</b>	Writing Trait: Organization Writing to Learn (formative): Explanation Opinion statement Compare and contrast				

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	Cause and effect Elements of short stories Writing to Demonstrate Understanding (summative): Writing on Demand in response to Literature
<b>Speaking &amp; Listening Instructional Focus</b>	Dramatic Reading Book talks Note: Utilize Fluency Passages in TG and Language and Learning Handbook
<b>Language Instructional Focus</b>	Verb tenses Pronouns Note: Utilize Writing Handbook
<b>Assessment</b>	Cluster assessments Writing on Demand Reader reflections Extended Response Questions/MC

**Purpose of the Unit:** To build background knowledge of academic skills related to reading and writing; and to improve the knowledge and use of academic vocabulary. This unit will also improve listening, speaking, oral, and reading skills.

**Daily Lesson Guide**

Day	Lesson Content and Objectives	Activities	Engagement	Assessment and/or Accommodations
1	*I can summarize a passage. *I can make inferences. *I can analyze point of view in short stories.	1. Bell Ringer: Summarize the passage. 2. Intro to Unit: Students will create a personal map on identity and share. 3. Cultural Perspectives (T171): students will complete sentence frames based on their culture.	Clear/Modeled Expectations Authenticity	Simplified Language Paraphrase Graphic Organizers

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	<p><b>Essential Question:</b> Do We Find or Create our True Selves?</p>	<p>Class will discuss similarities and differences between the cultures.</p> <ol style="list-style-type: none"> <li>4. Relate to EQ: Analyze and Debate a cartoon (p. T172)</li> <li>5. Model the strategy: making inferences</li> <li>6. Students practice the strategy using demo text.</li> </ol>		
2	<p>*I can summarize a passage. *I can make inferences. *I can analyze point of view in short stories. *I can use and understand academic vocabulary.</p> <p><b>Essential Question:</b> Do We Find or Create our True Selves?</p>	<ol style="list-style-type: none"> <li>1. Bell Ringer: Write a definition of summarizes.</li> <li>2. Review Inference - students will create a word map</li> <li>3. Teach and model: First person point of view</li> <li>4. Students will practice Point of view by looking into different text.</li> <li>5. Begin vocabulary study - make a definition map for key words.</li> <li>6. Exit Slip: Create a test item about first-person point of view.</li> </ol>	<p>Clear/modeled expectations Learning with others Authenticity</p>	<p>Simplified Language Graphic Organizer</p>
3	<p>*I can summarize a passage. *I can make</p>	<ol style="list-style-type: none"> <li>1. Bell Ringer: Write a summary of the passage.</li> <li>2. Finish vocabulary study.</li> </ol>	<p>Clear/Modeled Expectations Learning with Others Authenticity</p>	<p>Simplified language Visuals Graphic Organizers</p>

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	<p>inferences. *I can use and understand academic vocabulary. <b>Essential Question:</b> Do We Find or Create our True Selves?</p>	3. Begin reading: Heartbeat		
4	<p>*I can make inferences. *I can analyze a story. *I can use and understand academic vocabulary. *I can use verb tenses correctly. <b>Essential Question:</b> Do We Find or Create our True Selves?</p>	<ol style="list-style-type: none"> <li>1. Bell Ringer: make inferences using the passage.</li> <li>2. Finish reading: Heartbeat</li> <li>3. Analyze the reading - cooperative group work</li> <li>4. Teach/Model present and past tense</li> <li>5. Student practice: How do you show that an action already happened?</li> </ol>	<p>Clear/Modeled Expectations Learning with Others Authenticity</p>	<p>Simplified Language Visuals</p>
5	<p>*I can identify cause and effect. *I can make inferences. *I can compare and contrast.</p>	<ol style="list-style-type: none"> <li>1. Bell Ringer: Cause and Effect (effects of wearing too many clothes)</li> <li>2. Teach/Model past tense of Be: was, were</li> <li>3. Student practice: When do you</li> </ol>	<p>Clear/Modeled Expectations Learning with Others</p>	<p>Simplified Language Visuals Graphic Organizer</p>

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	<p>*I can use and understand academic vocabulary.</p> <p>*I can use verb tenses correctly.</p> <p><b>Essential Question:</b> Do We Find or Create our True Selves?</p>	<p>use was and were?</p> <ol style="list-style-type: none"> <li>4. Teach/Model: Third person point of view</li> <li>5. Students will compare and contrast first and third person point of view</li> <li>6. Review Inference - How to make inferences (p. T190)</li> </ol>		
6	<p>*I can make inferences.</p> <p>*I can use and understand academic vocabulary.</p> <p>*I can compare and contrast.</p> <p><b>Essential Question:</b> Do We Find or Create our True Selves?</p>	<ol style="list-style-type: none"> <li>1. Bell Ringer: Vocabulary Review (cloze activity)</li> <li>2. Read an informative article: Behind the Bulk</li> <li>3. Compare and Contrast the character in the story to the person in the article.</li> <li>4. Literature Response: Why do people worry about how they look to others? Use examples from your reading to help your answer.</li> </ol>	<p>Clear/Modeled Expectations Personal Response</p>	<p>Simplified Language Visuals</p>
7	<p>*I can summarize a passage.</p> <p>*I can make inferences.</p> <p>*I can analyze point</p>	<ol style="list-style-type: none"> <li>1. Bell Ringer: Review Present and Past tense verbs</li> <li>2. Cluster Test/grammar quiz</li> <li>3. Model/Teach: Writing Trait-Organization (p.T197)</li> </ol>	<p>Clear/Modeled Expectations Choice</p>	<p>Graphic Organizer Simplified Language Visuals</p>

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	<p>of view in short stories. *I can use and understand academic vocabulary. *I can use verb tenses correctly.</p> <p><b>Essential Question:</b> Do We Find or Create our True Selves?</p>	<p>4. Students will write a paragraph with a thesis statement and details to support that statement.</p>		
8	<p>*I can make inferences. *I can analyze point of view in a passage. *I can use and understand academic vocabulary. <b>Essential Question:</b> Do We Find or Create our True Selves?</p>	<p>1. Bell Ringer: read passage, identify point of view and make an inference. 2. Vocabulary Study: Each student will write 3 questions using two vocabulary words. They will swap papers and students will answer using at least one vocabulary word. 3. Build Background Knowledge for upcoming story: <i>I Go Along</i></p>	Clear/Modeled Expectations	Simplified Language Paraphrase
9		1. Bell Ringer:		
10				
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Centers

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