

Diverse Learner Amplification

Unit Title: 6/Behind The Mountains	
Targeted Content Standard (s): CCSS stated in Model Curriculum	
RL.6.1	Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
RL.6.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL.6.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
RL.6.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and to the whole.
RL.6.6	Assess how point of view or purpose shapes the content and style of a text.
RL.6.7	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.6.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take.
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Pre- Requisite Content Standard (s): CCSS	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
W.6.2A	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.				
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.				
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
SL6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.				
SL6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.				
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.				
<p>Content Topic (s) / Theme(s): Using the author's Point of View in Fictional Text to Compare and Contrast</p>					
<p>Language Development Standard(s): WIDA ELD Standard 1: English language learners communicate for Social and Instructional purposes within the school setting. WIDA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Core Content Knowledge:</td> <td style="width: 50%; text-align: center;">Academic Language Demands:</td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Make logical inferences from fictional text • Understand the use of evidence from text to support claims • Know how to compare and contrast texts in different forms • Understand how to determine a theme </td> <td style="vertical-align: top;"> <p>Discourse Level</p> <ul style="list-style-type: none"> • cohesive and related ideas • orally describe • summarize in writing <p>Sentence Level</p> <ul style="list-style-type: none"> • 1st/3rd person • past tense </td> </tr> </table>		Core Content Knowledge:	Academic Language Demands:	<ul style="list-style-type: none"> • Make logical inferences from fictional text • Understand the use of evidence from text to support claims • Know how to compare and contrast texts in different forms • Understand how to determine a theme 	<p>Discourse Level</p> <ul style="list-style-type: none"> • cohesive and related ideas • orally describe • summarize in writing <p>Sentence Level</p> <ul style="list-style-type: none"> • 1st/3rd person • past tense
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<p>from reading the text</p> <ul style="list-style-type: none"> • Understand how to write a summary • Understand how the author develops point of view • Compare and contrast print and video interpretation of the same story • Know how to describe a plot and characters • Analyze text structures 	<ul style="list-style-type: none"> • compound grammatical constructions • declarative and comparative sentences • transitional phrases <p>Word Level</p> <ul style="list-style-type: none"> • Content Related vocabulary; ramrod, nib, topography, mottled, etc. • abstract content-area language • Words and expressions with multiple meanings • Hiatian words and expressions • Adjectives and descriptive words
<p>Core Content Practices:</p>	<p>Academic Language Demands:</p>
<ul style="list-style-type: none"> • Use technology for research and produce a power point • Work collaboratively in groups • Describe using details from book and media • Write a summery based on author's view point 	<p>Discourse Level</p> <ul style="list-style-type: none"> • Research • conversational speech • organized expression of ideas <p>Sentence Level</p> <ul style="list-style-type: none"> • variety of grammatical structures matched to purpose • provide information • descriptive phrases • punctuation for writing <p>Word Level</p> <ul style="list-style-type: none"> • content words and expressions • social and instructional words and expressions

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Content Target:	Language Target:
<p>Explain how the author develops point of view of the narrator and compare and contrast the experience of reading story to viewing video version of the text.</p>	<p>Describe both orally and written the Identify and explain similarities and differences between written and video</p>
Content Objectives:	Language Objectives:
<p>1. When reading literature, the student will make logical inferences based on what the text says explicitly and will cite textural evidence to support claims, stances, and predictions.</p>	<p>1. Write inferences using clues in the text. 2. Recount information presented by text using citation verbs</p>
<p>2. When reading literature, the student will compare and contrast texts in different forms or genres (i.e. stories and poems, etc.) in terms of their approaches to similar themes or topics.</p>	<p>1. Students will write a compare and contrast paragraph, using vocabulary associated with the language function of compare and contrast after completing a Venn Diagram with a partner.</p>
<p>3. When reading literature, the student will determine a theme or central idea of text and use evidence from text to explain why he/she believes this to be the central idea.</p>	<p>1. Describe using complete sentences and target vocabulary.</p>
<p>4. When reading literature the student will create a non subjective summary.</p>	<p>1. Retell and summarize using regular and irregular past tense verbs.</p>
<p>5. When reading literature, the student will explain how the author develops point of view of the narrator or speaker of the text.</p>	<p>1. Underline details and information from the text that support the point of view of the author.</p>
<p>6. When reading literature, the student will compare and contrast the experience of reading story, drama or poem to listening or viewing an audio or video or live version of the text.</p>	<p>1. Students will write a compare and contrast paragraph, using vocabulary associated with the language function of compare and contrast after completing a Venn Diagram with a partner. 2. Listen</p>
<p>7. The student will describe how a particular story’s plot unfolds in a series of episodes as well as how a character responds or changes as the story moves towards a resolution.</p>	<p>1. Describe similarities and differences in objects or ideas.</p>

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<p>8. Analyze how a particular sentence, chapter, scene fits into the overall structure of the text and contributes to the development of the theme, setting, or plot.</p>	<p>1. Identify relationships and patterns 2. Articulate a perspective using strong present tense verbs: believe, agree/disagree, support 3. Recognize the author's use of language (formal, informal, slang) and techniques</p>
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	How will students use receptive domains?	How will students use productive domains?
<p>Task 1: cite textual evidence to support ideas and determine theme and central idea.</p>	<ul style="list-style-type: none"> • Listen to overview of book • Read text • Read about aspects of Haiti 	<ul style="list-style-type: none"> • Create 5 power point slides on Haiti • Write in journal using details from text • Share ideas in class discussion
<p>Activity 1: Compare and contrast texts in different forms or genres.</p>	<ul style="list-style-type: none"> • Watch and listen to a video clip • Read journal entries from text 	<ul style="list-style-type: none"> • Orally share responses to video • Write and respond to a letter • Write a summary
<p>Task 2: Explain author view point and analyze development of theme, plot or setting.</p>	<ul style="list-style-type: none"> • Read journal entries from text • Analyze chapters in relation to overall theme 	<ul style="list-style-type: none"> • Orally explain author's point of view • Write a poem • Write a character sketch
<p>Activity 2: Making comparisons</p>	<ul style="list-style-type: none"> • Read journal entries from text 	<ul style="list-style-type: none"> • Draw a diagram comparing and contrasting feelings.
<p>Project 1: Identify theme and plot using technology</p>	<ul style="list-style-type: none"> • Read memoir by Edwidge Danticat • Generate own ideas to share in class discussion 	<ul style="list-style-type: none"> • Write a comparative essay

ELD STANDARD: Language of Language Arts

TOPIC: Describe and Explain

CONNECTION

CCSS RL6.3 Describe how a story’s plot unfolds in series of episodes an how a character responds

CCSS RL 6.6 Explain author point of view

EXAMPLE CONTEXT FOR LANGUAGE USE: Describe and sequence plot and describe and explain changes and responses in characters over time

COGNITIVE FUNCTION: Students at all levels of English Language Proficiency will describe and explain

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
SPEAKING	Describe changes and responses of characters as plot moves to resolution in L1 and/or answering yes/no or either/or questions with single words, gestures or visuals	Describe changes and responses of characters as plot moves to resolution in L1 and/or answering wh-questions using key short phrases in English to complete sentence frames	Describe changes and responses of characters as plot moves to resolution using key content based vocabulary in simple, related sentences	Describe changes and responses of characters as plot moves to resolution using complete sentences of varying lengths and emerging complexity with some content based vocabulary	Describe changes and responses of characters as plot moves to resolution using details and sentences of varying lengths and complexity with content based vocabulary	Level 6 - Reaching

TOPIC-RELATED LANGUAGE: character, change, resolution, describing actions, people, places, things, ad present and past tense verbs.

ELD STANDARD: Language of Language Arts

TOPIC: Compare and Contrast

CONNECTION:

RL 6.7 Compare and contrast the experience of reading a story or listening to and viewing an audio, video or live version of the text.

EXAMPLE CONTEXT FOR LANGUAGE USE: The students will compare and contrast what they “see” and “hear” when reading text to what they perceive when they listen and watch it.

COGNITIVE FUNCTION: : Students at all levels of English Language Proficiency compare and contrast what they read and hear.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Compare and contrast the experience of reading a story versus multi-media version in L1 and/or match single words to pictures to complete Venn Diagram or answer yes/or either or questions.	Compare and contrast the experience of reading a story versus multi-media version in L1 and/or use short phrases to answer questions, match images to pictures or complete Venn Diagram	Use short simple sentences with key content based vocabulary to compare and contrast the live version to the written version of the text	Use complete constructed sentences with some content based vocabulary to compare and contrast the live version to the written version of the text	Use detailed sentences of varying lengths and complexity with content based vocabulary to compare and contrast the experience of reading story versus multi-media	Level 6 - Reaching

TOPIC-RELATED LANGUAGE: Compare, contrast, audio, visual, live version, perceive, comparative and superlative adjectives, conjunctions, adverbs.

ELD STANDARD: Language of Language Arts

TOPIC: Analyze text structure

CONNECTION:

RL6.5 Analyze structure of a text contributes to development of theme

RL 6.9 Analyze text to compare and contrast

EXAMPLE CONTEXT FOR LANGUAGE USE: Analyze how a particular sentence fits into a text’s structure and how it contributes to theme development

COGNITIVE FUNCTION: Students at all levels of English Language Proficiency analyze text structure.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	Analyze text in L1 or English using single words, pictures, and outline	Analyze text and theme in L1 and/or English using short phrases , pictures and sentence frames.	Analyze text using key content based vocabulary in simple related sentences which may include errors that do not interfere with meaning with the use of a partial outline.	Analyze using complete sentences of varying lengths and emerging complexity with some content based vocabulary	Analyze using complete sentences of varying lengths and emerging complexity and content based vocabulary	Level 6 - Reaching

TOPIC-RELATED LANGUAGE: Vocabulary words sentence, theme, literary analysis, setting, text structure, plot. Language functions such as subject /verb agreement, embedded clauses. Describe people and places, nouns and pronouns,

ELD STANDARD: Language of Language Arts

TOPIC: Explain and Summarize

CONNECTION:

RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 6.2 Summarize the key supporting details and ideas.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students will read to cite supportive textual evidence

COGNITIVE FUNCTION: Students at all levels of English Language Proficiency cite textual information to make inferences.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
WRITING	Analyze text and infer details/summarize from supportive textual evidence in L1 and/or by matching Phrase Citations from grade level text to support visual representations.	Analyze text and infer details/summarize from supportive textual evidence in L1 and/or by matching sentence excerpts from grade level text to support visual representations.	Analyze text and infer details/summarize from supportive textual evidence using graphic organizer and/or marking text and word walls	Analyze text and infer details/summarize from supportive textual evidence using graphic organizer and/or marking text.	Analyze text and infer details/summarize from supportive textual evidence from grade level literature.	

TOPIC-RELATED LANGUAGE: Explicit, evidence, quotes, inferences, phrases such as (on page ____, in other words); logical connectors, quotations, direct and reported speech sentence structure, complex sentences using relative clauses.

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	Text Analysis	Text Sample
Linguistic Complexity	<p>Grade Level Equivalent: 6.3 Lexile Measure: 940L Guided Reading Level: W Age: Age 11, Age 12, Age 13 Genre: Realistic Fiction, Young Adult</p>	<p>It has been five long years since Papa left to go and live in New York City, promising to send for us soon, but finally things are changing. It is all because of the elections and the bombs, and one specific bomb that hit the bus Manman and I were riding in. We had gone to Port au Prince to visit Papa’s sister, who’s a nurse, for two reasons. One was to find out if she had been able to get any more information on when my older brother, Moy, and we could join Papa. The other was so Manman could go to the doctor and find out why she was so tired all the time. Tante Rose told us she was talking to people, but that we still needed to be patient. The doctor told Manman that she had “tired blood,” and needed to eat watercress and liver, and get more rest. Moy went back home to take care of our animals, but Tante Rose persuaded Manman and me to stay another day. That’s why we left a day late, why we were on the bus hit by the bomb, and why we were in New York only weeks later, our injuries barely healed.</p> <p>Our lives are different now. Before, I went to school with Madame Auguste, and I was the number one student in the class. I had friends with whom I could share everything, my grandparents lived nearby, and on some weekends, Manman, Moy, and I made candies for Manman to sell at the farmer’s market. Every month a tape came from</p>
Language Forms & Conventions	<p>First Person Active and passive voice Proverbs</p>	

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Vocabulary Usage	Haitian vocabulary Multi-meaning words Proper nouns	Papa, and he told us how things were going with him, and every month we sent a tape back to him, telling him how much we missed him. I knew someday we would go to New York, but I had no way of knowing how different and difficult it would be for all of us. I go to school in a big gray building, and I'm part of a special class, and all of our lessons are in Creole. But no one will talk to me, and I am too shy to make friends. I am very lonely. Manman struggles to learn to cook on a stove, and burns things because she doesn't know how to adjust the heat. At first we were all so happy to be together, but now it hurts when I hear Manman and Papa quarrel. What will happen to us? Will we ever be a happy family again?
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Formative Language Assessment Tool – No Summative Available with Unit

		Date:	
Student Name:			
Criteria		Student <i>CAN DO</i> independently	Student <i>CAN DO</i> with WHAT Support?
Discourse Level			
Sentence Level			

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Word Level			