

Unit Overview

Instructor/Program: Barbara Beystrom

Course/Setting: ESL Level 4

NRS or CCRS Level(s): Level B/C		Unit Theme: Success		Length (e.g., hours, days): 3 - 4 days	
<p>Rationale for this Unit: (Why is this unit important to my students?)</p> <p>To build listening comprehension, discussion, and writing skills on the academic topic of success.</p> <p>Instructional Objective(s): SWBAT contribute to a group discussion and work cooperatively in a group to agree on and create a list of skills that make people successful. Students will learn new academic vocabulary words. Students will write a final essay summarizing their learnings and making their own claims.</p> <p>Line of Inquiry: What is success and what habits should people develop in order to achieve it?</p>		CCR Standard(s) (4-8 per lesson)			
		<p>Anchor(s):</p> <p>SL.5.1, SL.5.4</p> <p>SL.3.2</p> <p>Supporting Anchor(s):</p> <p>W.5.1, W.4.2</p> <p>RI.3.6</p> <p>L.3.1, L.3.2</p>	<p>Level-Specific:</p> <p>C</p> <p>B</p> <p>Level-Specific:</p> <p>C</p> <p>B</p> <p>B</p>		
<p>Key Shift(s): <input checked="" type="checkbox"/> Complexity <input checked="" type="checkbox"/> Evidence <input checked="" type="checkbox"/> Knowledge</p>		<p><u>ACES TIF Skill(s):</u></p> <p>EC1e: Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team</p>			

Additional Content Standards or Skills: (e.g. career, science, social studies, etc.)

Social sciences

CT1d: Support positions using prior knowledge and supporting evidence.

CT4b: Identify and compare perspectives/points of view of self and others.

ALS1a: Recognize and utilize high-use vocabulary and figurative language in academic, work, or community contexts.

[Northstar Digital Literacy Standard\(s\):](#)

SWBAT surf the Web to do research and distinguish which sites provide dependable information. SWBAT use Word to type final writing assignment.

Textual Analysis

Key Shift #1 Complexity	Text #1		
	Quantitative Rating (Publisher, ATOS, or Lexile)	ATOS 5.8 places text at the MIDDLE level of the band	<p style="text-align: right;">CCRS Level Band</p> <p style="text-align: right;">← Beginning Middle End →</p>
	Overall Qualitative Rating	Moderate	
		Complexity Rating	For each characteristic below, provide a simple, one-or-two-sentence description for each qualitative factor.

	Structure	Moderate	Habit 3 has additional information or detail that could potentially confuse a non-native speaker. In habits 1 and 5, the author states one point and then offers a slight alternative, but not a negation of the point.
	Language Clarity and Conventions	Moderate	Some vocabulary, idioms and phrases may be unfamiliar: <i>The early bird gets the worm; Early to bed, early to rise, makes a man healthy, wealthy and wise; living in the present; night owls; on the right foot; jump on the day; jump start; heated discussion</i>
	Knowledge Demands	Moderate	There is a little bit of science involved and a reference to a historical American figure.
	Purpose	Slight	Purpose is clearly stated in the title of the text.
	Reader Task Considerations	Vocabulary, idioms and historic reference should be pre-taught.	
Key Shift #2	In what ways did the qualitative analysis of the text guide the text-based questions and writing prompts?		
Evidence	Questions should include use of text clues to answer questions. All existing questions use words directly from the texts to signal students to listen for the correct answer. The questions are all completely text dependent.		
Key Shift #3	In what content area or around what topics does the text selection build knowledge?		
Building Knowledge	Social sciences		

Materials:

Dry erase board & markers

Computer and speakers

Copies of:

-Pre-discussion questions

-Listening questions

-audio script

-rubric for writing (for later in the unit)

Common misconceptions/misunderstandings by learners regarding the content that may interfere with learning:

POST LESSON -

Students may not know how to write an essay that summarizes the text while adding and supporting their own opinions.

Students may not know how to research (online) and identify trusted sources.

Adaptations and/or Accommodations: (How will EVERY student have access to the content of the lesson?)

LESSON

Teacher will pre-teach vocabulary and idioms providing examples and eliciting examples from students.

Tier 3 Discipline-Specific Terms

willpower, attention span, metabolism, meditate

Tier 2 Academic Vocabulary and Additional Language Demands: (including language that may impact a student's ability to access the content in directions, examples, problems, etc.)

Resource, visualize, productive, accomplish, exception, criticize

Teacher Reflection

Notes for next time:

Lesson Plan

<p>Instructional Objective(s):</p> <p><i>(Statements written in teacher language, derived from content standards)</i></p>	<p>At the end of THE LISTENING LESSON, students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate understanding of an academic audio text - Participate effectively in a conversation - Build on and express their own ideas <p>By the end of THE UNIT, students will be able to:</p> <ul style="list-style-type: none"> - Summarize the findings of the text in a short essay - Effectively state and support personal opinions.
<p>Assessing Mastery of the Objective(s):</p> <p><i>(Indicate <u>when</u> and <u>how</u> assessment will occur during the lesson - formative and/or summative)</i></p>	<p>By the end of THE LISTENING LESSON, students will be able to:</p> <ul style="list-style-type: none"> - Determine details and main ideas of the audio text as evidenced by their ability to answer questions and cite evidence. (SL.3.2) - Discuss the topic of success and engage effectively in group discussions as evidenced by expressing their ideas clearly and building on the ideas of others. (SL.5.1) <p>By the end of THE UNIT, students will be able to:</p> <ul style="list-style-type: none"> - Write an essay in which they express and support opinions as they relate to success and combine them with information/vocabulary from the audio text. (W.5.1; W.4.2)
<p>Learning Target(s): <i>(Statements of what students will be able to do as a result of the lesson, written in student-friendly language)</i></p>	<ul style="list-style-type: none"> - “I can answer text dependent questions from an audio program.” - “I can participate cooperatively in a group discussion.” - “I can use newly defined vocabulary words in context.” - “I can write a summary of the 5 Habits of Very Successful People and state/defend my own opinion on the topic.”

Introduction:	Teacher will ask large group for a definition of success.
Explanation & Modeling:	Teacher will explain that they are going to discuss success and create our own lists of what makes people successful. Afterwards, they will learn what some experts think about the same subject. Teacher will explain that, while we are learning about success, we will be developing speaking, listening, and writing skills.
Guided Practice:	<p>LISTENING LESSON</p> <ol style="list-style-type: none">1. Students will participate in small group discussion with volunteers about success which will culminate in each group developing a list of what they believe are the five most important habits a person needs to be successful.2. Each group will put their list on poster papers that will be tacked up on the wall. The teacher will lead a large group discussion to compare and contrast the ideas on the lists.3. Pre-teach vocabulary for listening exercise. Teacher will present and teach the following academic vocabulary words: Resource, on the right foot, jump on the day, willpower, attention span, metabolism, meditate, visualize, productive, jump start. Teacher will provide definitions and examples of each and elicit examples from students to demonstrate understanding.4. Teacher will provide students with a list of questions for the audio program and will review each question and answer any questions regarding meaning or vocabulary.

Independent Practice:

LISTENING LESSON (day one)

1. Students will listen to audio two times and attempt to answer questions. They will then get together with classmates to compare and help each other with answers. They will listen to audio one final time to get any missing answers.
2. Groups of two students will be asked to write one answer on board and teacher will lead class in determining the correctness of the answers.
3. Class will discuss the content of the audio program and teacher will clear up any questions.
4. Teacher will lead large group discussion to compare student lists (on poster paper) with what they heard from the audio on what the experts believe. Students will be asked to give and defend their own opinions on what they believe are the most important habits that make a person successful.

WRITING EXPANSION (on the following days)

1. Teacher will introduce writing assignment and provide a rubric for writing expectations.
2. Students will be encouraged to use the new academic vocabulary from this unit.
3. Students will be asked to use a graphic organizer (or other tool) to do their prewriting.
4. Students will write a paragraph or two summarizing what they learned from the audio experts and add their own insights. They must clearly state and support their own opinions and use evidence from the audio script, class discussion or other websites.
5. Paragraph frames might be included, if necessary, for the group.

**Student Reflection on Learning
Targets , Closure & Connection to
Future Learning**

Students will respond orally to the following questions POST LISTENING LESSON:

1. How did you feel during the interaction with other students?
2. Was it difficult to come to agreement?
3. Is there something you can do to make this process smoother in the future?

4. Is there anything you need from the teacher to help you achieve this?
5. What new vocabulary words are you planning to use in the future? In what contexts can/will you use them?
6. What was the most difficult part of the listening exercise? Why was it difficult?

Students will respond orally to the following questions POST WRITING LESSON(s):

1. Did the prewriting process assist the actual writing of the paragraph(s)?
2. Were the graphic organizers, paragraph frames, and rubrics helpful with your writing? Why or why not?