

Tyler ISD Curriculum Document

English Learners Language Arts I Unit 2

(Suggested Pacing: 9 Days)

District Instructional Tips and Tools		Assessments	Links to Additional Resources	
<div><div><div>5TRU</div><div>(Teaching for Robust Understanding)</div><div>Framework Pillars</div></div><div><ul style="list-style-type: none">Canvas Resource CourseTyler ISD Curriculum Website</div></div>		<ul style="list-style-type: none">ELLA I Year at a GlanceESL Instructional Framework (6-12)ELLA I Pacing CalendarELLA I Genre Overview DocumentTEKS/ELPS Released Sample QuestionsPractice Book: Teacher's Annotated Editions	<ul style="list-style-type: none">2024-2025 Priority TEKS24-25 Tyler ISD Assessment UpdateUnit 2 Language Acquisition RubricUnit 2 Quick Check (Can be assigned as an eAssessment through Canvas)Unit 2 Quick Check Assessment ScriptAnswer Key Units 1 - 3 Quick Checks	<ul style="list-style-type: none">7th Grade TEKS ClarificationHMH: Into LiteratureWritableDistrict Provided NovelsWorkstation ResourcesSecondary (ECR/SCR) Writing Rubrics
Learning Objectives	<p>Lesson 1- (3 days) Language Development Paired Selection - Poetry/Poetry, Language Conventions, Vocabulary</p> <p><u>Reading</u> We will write a comparison of the poems <i>Tasty Salad</i> and <i>Ice Cream</i>, analyzing the use of graphic features and language contribute to the mood and tone. (ELLA 7.6B, ELLA 7.6D, ELLA 7.6I, ELLA 7.9B, ELLA 7.10A, ELLA 7.10C, ELLA 7.10F)</p> <p><u>Vocabulary</u> We will develop social communication in contextualized and meaningful ways by participating in conversations with a partner focused on food, colors, shapes, sizes, and actions. (ELLA 7.1B, ELLA 7.1E, ELLA 7.3D)</p> <p><u>Language Conventions</u> We will write complete sentences using adjectives and specific action verbs when writing steps in the process of making a sandwich. (ELLA 7.1B, ELLA 7.2B, ELLA 7.3D, ELLA 7.11Di, ELLA 7.11Dii)</p>	<p>Lesson 2- (3 days) Language and Literacy High Frequency Words, Phonics, Realistic Fiction, Language Conventions</p> <p><u>Phonics</u> We will distinguish between the short vowels i and u and digraphs /ch/ /tch/ to correctly read and spell unfamiliar words. (ELLA 7.2A, ELLA 7.2B, ELLA 7.4, ELLA 7.11Dix)</p> <p><u>Reading</u> We will explain the author’s purpose in realistic fiction and analyze how the text structure and print features contribute to the purpose. (ELLA 7.1A, ELLA 7.4, ELLA 7.5, ELLA 7.6A, ELLA 7.6B, ELLA 7.6I, ELLA 7.7A, ELLA 7.9A, ELLA 7.10A, ELLA 7.10B, ELLA 7.10C)</p> <p>We will read a selection to apply phonic skills and knowledge of high frequency words to develop fluency and accuracy. (ELLA 7.4, ELLA 7.5)</p> <p><u>Writing/Oracy</u> We will retell the story to a partner using signal words to indicate the text structure and purpose of the selection. (ELLA 7.3D, ELLA 7.7D, ELLA 7.7F, ELLA 7.7H, ELLA 7.9A, ELLA 7.10A, ELLA 7.10B, ELLA 7.10C, ELLA 7.11Dix)</p>	<p>Lesson 3- (3 days) Language and Content Informational, Writing</p> <p><u>Building Background</u> We will use prereading strategies such as building background knowledge by viewing pictures/videos and using reference guides, such as dictionaries and thesauruses, along with context and affixes to determine the meanings of unfamiliar words. (ELLA 7.3A, ELLA 7.3B, ELLA 7.6C, ELLA 7.6I)</p> <p><u>Reading</u> We will explain the author’s purpose of an informational text by analyzing the controlling idea/thesis, text structure, text features, and rhetorical question. (ELLA 7.4, ELLA 7.5, ELLA 7.6A, ELLA 7.6I, ELLA 7.9Di, ELLA 7.9Dii, ELLA 7.9Diii, ELLA 7.10A, ELLA 7.10B, ELLA 7.10C, ELLA 7.10G)</p> <p><u>Writing</u> We will write a summary of the selection using notes from our graphic organizer, using a compare/contrast text structure and adjectives. (ELLA 7.3D, ELLA 7.7C, ELLA 7.7D, ELLA 7.7H, ELLA 7.9A, ELLA 7.10A, ELLA 7.10B, ELLA 7.10C, ELLA 7.10G)</p>	

		<u>Language Conventions</u> We will write a sentence indicating a negative connotation using the word “not” in conjunction with verbs and adjectives. (ELLA 7.3D, ELLA 7.11Di)	7.10B, ELLA 7.10C, ELLA 7.11Di, ELLA 7.11Dii, ELLA 7.11Dvii, ELLA 7.11Dviii, ELLA 7.11Dix)
ELPS (English Language Proficiency Standards)	Learning Strategies: 1A, 1B, 1C, 1D, 1E,1F, 1H Listening: 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I Speaking: 3A, 3B, 3G, 3H, 3I, 3J Reading: 4A, 4C, 4D, 4F, 4I Writing: 5A, 5B, 5C, 5E, 5G		

Vocabulary	something	different	color	Author’s Purpose - the reason an author writes about a particular topic (e.g., to persuade, to entertain, to inform, to explain, to analyze, etc.); the reason an author includes particular details, features, or devices in a work														
	make	small	foods	<u>Poetry</u> Rhyme scheme - the pattern of rhyming lines														
	long	open	shapes	Graphic elements - capital letters, line length, and word position; also called the “shape” of a poem														
	large	same	sizes	Meter - the basic rhythmic structure in verse, composed of stressed and unstressed syllables														
	move	eat	visit	Stanza - a group of lines in a poem forming a unit														
	Spanish Cognates			Line - a row of text in poetry														
	<table><tr><th>English</th><th>Spanish</th></tr><tr><td>colors</td><td>colores</td></tr><tr><td>visit</td><td>visita</td></tr><tr><td>machine</td><td>máquina</td></tr><tr><td>fruit</td><td>fruta</td></tr><tr><td>vegetables</td><td>vegetables</td></tr><tr><td>animals</td><td>animales</td></tr></table>			English	Spanish	colors	colores	visit	visita	machine	máquina	fruit	fruta	vegetables	vegetables	animals	animales	Repetition - the use of the same word or phrase multiple times
	English	Spanish																
	colors	colores																
	visit	visita																
machine	máquina																	
fruit	fruta																	
vegetables	vegetables																	
animals	animales																	
			Non-linear plot - a technique where the events of a narrative are not told in chronological order and may include flashbacks or foreshadowing															
			Imagery - a form of figurative language that uses descriptive words to create mental images															
			Theme - the central or universal idea of a literary work that often relates to morals and/or values and speaks to the human experience/ condition															

				Mood - the atmosphere or feeling created by the writer in a literary work or passage; mood can be expressed through imagery, word choice, setting, voice, and theme. For example, the mood evoked in Edgar Allan Poe’s work is gloomy and dark (how the author wants the reader to feel when reading the text)
				Tone - the author’s particular attitude, either stated or implied in the writing (how the author feels about the topic or subject they are writing about)
				<u>Informational</u> Text Structure — the way or pattern in which an author organizes ideas within a text
				Text Features - the components of a story or article that are not the main body part of the text that help enhance the reader’s comprehension
				Fact - truths that are verifiable

		<p>Opinion - a view or judgment formed about something, not necessarily based on fact or knowledge</p> <p>Bias - a particular inclination, feeling, or opinion about a subject that is often preconceived or unreasoned</p> <p>Controlling Idea - the main point or underlying direction of a piece of writing; a controlling idea makes the reader ask a question that will be answered by reading more or helps the reader understand the author’s purpose for writing the paragraph or essay</p> <p>Thesis - a statement or premise supported by arguments</p> <p>Rhetorical question - a question asked in order to create dramatic effect or to make a point meant to be considered by the audience but not actually answered</p>
--	--	---