



Course Title	ESL II	Unit Title	Exploring Adversity Through Informational Research: CLOSE READING - Malala Yousafzai
Grade Level	6	Pacing (May vary based on scheduling and student needs.)	5-50 minute lessons
Stage 1: Identify Desired Results By the end of this unit, what should students know, understand, and be able to do?			
Content Standards			
<p>Unit Overview: During a close reading experience, students will be introduced to adversity and build upon knowledge of Malala Yousafzai's experiences going to school in a culture in which it was frowned upon for girls to go to school. Students will write a summary about what they learned in the close reading activities about the adversity that Malala Yousafzai faced as a female student in Pakistan and how those adversities shaped her as an individual. In this learning experience, students will explore the subject of <i>adversity</i> as they read about the struggles that Malala Yousafzai faced as she fought for her right to an education in a culture in which it was frowned upon for girls to go to school.</p> <p>Alignment with WIDA ELD and NC Standard Course of Study (ELA content standards)</p> <ol style="list-style-type: none"> ELD2: ELL's communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI. 6.7: Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue. 			

Understandings Students will understand that...	Essential Questions What knowledge do students need to remember later in life?
<ol style="list-style-type: none"> 1. parts of text contribute to its overall meaning. 2. we must evaluate evidence for relevance. 3. informational texts help readers answer questions and build knowledge. 4. informational reading is reading closely for word choice and detail, as well as central ideas and themes. 5. People of _____ face diverse adversities based on _____. 	<ol style="list-style-type: none"> 1. How do details of an informational text contribute to its overall meaning? 2. How does reading from different texts about the same topic build our understanding? 3. How do geography and time affect the adversities faced by people? 4. What are some adversities that people face that cause them to seek freedom?
Knowledge Students will know ...	Skills (Language functions) Students will be able to...
<ol style="list-style-type: none"> 1. we can Identify a central idea of a text and how it is conveyed through particular details. 2. we can summarize text without personal opinions or judgments. <p>Tiered Vocabulary</p> <p>Tier I: proudly, resume, power</p> <p>Tier II: infer, gist, organize, adversity, head start, supporters, rights, opportunity, empower, recipient, defied, intimidate, wounding, assassination, backlash, backfired</p> <p>Tier III: Activist, advocate, campaign, petition, ratification</p>	<p>Lesson I</p> <ol style="list-style-type: none"> 1. have a collaborative conversation to justify inferences drawn from evidence in the text. They use sentence frames to guide their conversation. (KU=Explain, Discuss) 2. participate in word study to analyze the meaning of unknown vocabulary words in a text using Frayer models and each other. (KU=Explain) 3. use a variety of phrases and sentences to analyze and ask questions about a reading selection using an annotation guide. (KU= Explain) 4. use a variety of sentence structures to identify main ideas and key details from an informational text to integrate information to develop a cohesive understanding of the topic. They will use a close reading guide. (KU=Discuss, Explain)

5. **use a variety of sentence structures to identify** main idea and key details from the informational text. They will use a summary graphic organizer as the language support. **(KU=Recount)**
6. **use a variety of sentence structures to identify** main ideas and key details from an informational video viewed to integrate information to develop a cohesive understanding of the topic. They will use a close reading guide for the video to record responses. **(KU=Discuss, Explain)**
7. **use at least 3 vocabulary words from the informational text to summarize** the text in their own words. They will use Frayer models and graphic organizers in pairs and small groups. **(KU=Recount, Discuss)**
8. **use a variety of sentence structures to identify** main idea and key details from an informational video. They will use a summary graphic organizer as the language support. **(KU=Recount)**
9. **use at least 3 vocabulary words from an informational video to summarize** the text in their own words. They will use Frayer models and graphic organizers in pairs and small groups. **(KU=Recount, Discuss)**
10. **will use sentences to identify** adversities people face in non fiction stories and how they overcame those adversities using an Adversity Anchor Chart. **(KU=Recount)**
11. **have collaborative conversations to explain** orally one or more adversities that people face using at least three of the tiered

	<p>academic vocabulary terms. They will use sentence and discussion frames to work in groups. (KU=Explain, Discuss)</p> <p><i>Language Functions: explain, discuss, justify, summarize, identify</i></p> <p>Key Uses: Recount, Discuss, Explain</p>
<p align="center">Stage 2: Assessment Evidence</p> <p align="center">What collection of assessments will PROVE that students have learned everything described in Stage 1?</p>	
<p>Performance Task or Project-Based Learning</p> <p>Students will write a summary about what they learned in the close reading activities about the adversity that Malala Yousafzai faced as a female student in Pakistan and how those adversities shaped her as an individual.</p>	
<p>Other Evidence (Formal, Informal, Formative, Summative, Diagnostic, etc.)</p> <ol style="list-style-type: none"> 1. Digging Deeper into the Text close reading guide 2. Summary Writing Graphic Organizer (Main idea and key details) 3. Entrance/exit ticket 4. Comprehension questions 5. Summary paragraph 	
<p align="center">Stage 3: Learning Plan, Experiences, and Instruction</p> <p align="center">What collection of experiences and instruction will help students learn the essentials that are outlined in Stage 1 and master the assessments described in Stage 2?</p>	
<p>Cultural Proficiencies (<i>How will students' cultural experiences be considered in the lesson? Which areas of the lesson may "spark" students' thinking in various ways about the lesson topic?</i>)</p> <p>The lesson explores adversity through the backdrop of different governments, cultures, religions, ethnicities, and time periods. Students will discover how different cultural identities shape one's experiences.</p>	

Curriculum Connections *(Curriculum connections make learning more meaningful for students. By helping students see the connections between individual subject areas, learning becomes more relevant to the students.)*

Social Studies The role of social, political, and cultural interactions supports the development of identity. Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.

Language Supports for Differentiation (Multi-level strategies)

1. Sentence and paragraph frames for Summarizing and Informing (Academic Language Functions Toolkit, Academic Language Function 02)
2. Sentence and paragraph frames for Analyzing (Academic Language Functions Toolkit, Academic Language Function 06)
3. Summary Writing Graphic Organizer (EL)
4. Video of Malala's speech

Enrichment

Independent reading. Students read independently and add to their Reader's notebooks. (See [The Curriculum Corner](#) for ideas on [reading notebooks](#).)

- *Letters from Rifka*
- *Surviving Hitler: A Boy in the Nazi Death Camps*
- *The Forbidden Schoolhouse*
- *Rosa Parks*
- *Martin Luther King, Jr*
- Student choice

Materials:

1. ([EL G6:M2B:U1:L1](#))
2. [Quote of the Week: Malala Yousafzai](#)
3. [Malala's quote](#),
4. ["infer"](#)
5. [Think, Write, Pair, Share](#) (page 40) activity or [Back to Back and Face to Face protocol](#)
6. [Pre-assessment](#).
7. [visual](#).
8. [Frayer Model](#)
9. [Marzano's Six-Step Process](#)
10. [Annotation Guide](#)

11. [“Digging Deeper in the Text—“Malala Yousafzai” Close Reading Guide #1”](#).
12. [\(EL G6:M2B:U1:L3\)](#)
13. [Summary Paragraph Feature Checklist](#)
14. : [“Girl shot by Taliban now back to school, in England”](#)
15. [Digging Deeper in the Text—“Malala Yousafzai” Close Reading Guide #2](#).
16. [glossary](#),
17. [Summary Writing graphic organizer](#)
18. [Malala’s speech: Girl shot in head by Taliban speaks at the UN](#)
19. [Girl shot in head by Taliban speaks at UN](#)
20. [Digging Deeper in the Text--“Malala Yousafzai” Close Reading Guide #3](#)
21. [\(InsideNG T22W](#)
22. [Good Writing Traits Rubric](#)
23. [The Curriculum Corner](#) for ideas on [reading notebooks](#)

Support:

- Main Idea and Details:
 - Academic language frames Transparency 7W: Connect Main Idea and Details (InsideNG Writing Project 3 Lesson 12W)
 - Multi-level strategies: Drafting support (InsideNG Writing Project 3 Lesson 13W)
 - If students need more writing support for main idea and details, reteach using InsideNG Writing Project 3 lessons 11W-15W.
 - Write to Summarize
 - Multi-level strategies: Pre-writing Support: Writing summary statements (InsideNG Writing Project 10 Lesson 2W)
 - Multi-level strategies: Drafting support (InsideNG Writing Project 10 Lesson 3W)
 - If students need more support for summary writing, reteach using InsideNG Writing Project 3 lessons 1W-5W.

Enrichment: Students read independently and add to their Reader’s notebooks. (See [The Curriculum Corner](#) for ideas on [reading notebooks](#).)

Independent reading:

FOCUS and REVIEW (*Activate in-class or out-of-class (home) experiences*) (50 minute)

Review the idea of adversity through the Guiding Question: How far will people go for the sake of freedom? In this learning experience, students will explore the subject of *adversity* as they read about the struggles that Malala Yousafzai faced as she fought for her right to an education in a culture in which it was frowned upon for girls to go to school.

1. Entrance ticket: What I Know, What I Wonder Anchor Chart ([EL G6:M2B:U1:L1](#)) Display the image in [Quote of the Week: Malala Yousafzai](#) along with the title and the first sentence in the opening statement: “The 17-year-old activist was just named the youngest Nobel Peace Prize winner.” (Keep the second sentence covered.) Have students complete the anchor chart.
2. Review the idea of “adversity” and give examples. Ask students “What does ‘adversity’ mean?” Listen for the response *difficulties* or *misfortune*. Have several students recount a time that they experienced adversity in their lives or to give an example of someone who faced adversity.

Teacher input (*The purpose of this teacher input is to guide/model for students as they compare prior knowledge with new information.*) (100 minutes)

2. Display [Malala’s quote](#), covering the second sentence in the opening statement: “Her words remind us that education gives us the power to change the world.” Explain “[infer](#)” and give examples (*InsideNG* Level C Blue book, pg. 47). Ask students what they infer from Malala’s quote and allow students two-three minutes to share their answers with a partner in [Think, Write, Pair, Share](#) (EL Education, page 40) activity or [Back to Back and Face to Face protocol](#). (EL education, page 8) (**KU=Explain**)

3. Discuss responses as a class before uncovering the entire opening statement. Read the opening statement to the class (or have a strong student read it aloud) and discuss how the statement is supported by evidence from the quote. (**KU=Discuss**)

4. Invite students to silently read along with you as you read aloud the text that follows [Malala’s quote](#). Set a purpose: Think aloud to the class: As I read the article, I wonder how old Malala is today. Ask the class: Based on information in the text, what can we infer about Malala’s age now? After reading the text, allow volunteers to tell what they *infer* about Malala’s age citing evidence from the text to support their answer.

Pre-assessment. Listen for students to refer to the following evidence: date of the article (October 9, 2014), “two years ago...”, “15 year old, now ___ years old in their responses as they calculate Malala’s age now. If necessary, model “inferring” by using think aloud. Point to the date the article was written and relevant details within the article to determine how long ago the events described happened and how old Malala is today.

Differentiation

Triads can be used in the place of pairs. This is especially helpful if you have newcomers or less proficient students. Group lower proficiency student with two stronger students to help students grasp the idea of *infer*, show [visual](#).

Explicit Vocabulary Instruction ([Frayer Model](#))

5. Vocabulary preview using explicit instruction: read word, have students repeat word, define word, give an example of the word in a sentence, have students repeat the word again. (See [Marzano's Six-Step Process](#) for more information on vocabulary instruction.)

Tier I: proudly, resume, power

Tier II: infer, gist, organize, adversity, head start, supporters, rights, opportunity, empower, recipient, defied, intimidate, wounding, assassination, backlash, backfired

Tier III: Activist, advocate, campaign, petition, ratification

6. Students complete Frayer Models of vocabulary words in pairs.

Evidence of student learning: Students should complete Frayer Model with 80% accuracy (4 out of 5 blocks).

7. Add vocabulary to a word wall that students can reference throughout the unit.

Differentiation: During vocabulary activities, allow for picture responses and/or L1 usage. Alternately, consider using triads ([discussion prompts](#) may be helpful. See *Academic Language Functions Toolkit* pgs 17-18). Group lower proficiency students with two stronger students.

Guided Practice/Application (*How will the lesson create and foster student engagement? How will they demonstrate academic language use? How has the lesson created opportunities for students to collaborate and extend their use of language? SWRL*) (50 minutes)

Close Reading (Part I)

1. Distribute the [Annotation Guide](#) and the close reading guide "[Digging Deeper in the Text—“Malala Yousafzai” Close Reading Guide #1](#)".
2. Explain to students that “gist” is what the text is mainly about. Have students silently read the first paragraph of the text following [Malala's quote](#) as you read it aloud. Annotate the text with the gist or write this in the annotation guide for the class to see. Students should fill in the box labeled Paragraph 1 on their own annotation guide with the same response. Model think aloud, circling the words *boarded*, *onboard*, *defied*, and/or *speak out*. Have students write these words in the “unfamiliar vocabulary” boxes in the annotation guide. Choral read paragraph *Have a volunteer briefly give an overview of what the text is about. *Ask the class: *What four things does Malala say can change the world? How can one child/teacher/pen/book (pick one or more) change the world?* *Have one or more volunteers share unfamiliar words from the second paragraph. As students answer, annotate the text or model filling in the annotation guide for the class to see. Students should complete Paragraph 2 in their annotation guides with the identical responses.
3. Have students silently read paragraph 3 and complete the boxes corresponding to Paragraph 3 in their annotation guide independently.

Evidence of Student Learning: Students should fill in the annotation guide with 80% accuracy. (KU=Recount)

4. Model filling in the “Digging Deeper in the Text -- “Malala” close reading guide by thinking aloud as you answer the first question using evidence from the text.
5. Move to the question 2 and, as a class, find the answer in the text and fill in the answer to the second question. Repeat for questions 3-7.
Evidence of Student Learning: Students should complete the close reading guide with 100% accuracy. (KU=Recount)
6. Review the gist notes and tell students that they will read the text again - this time identifying the main idea--an idea that runs throughout the text--and finding details that support this central idea. Have students listen and follow along as you read the text again. Model identifying Main Idea and Key Details. Complete the Summary Writing graphic organizer ([EL G6:M2B:U1:L3](#) page 9) with the class filling in the chart with elicited student responses. Students fill in their own graphic organizers along with the teacher.

Evidence of Student Learning: Students will complete the Summary Writing graphic organizer with 100% accuracy. (KU=Explain)

Close Reading (Part II)

1. Using the completed Summary Writing graphic organizer, model think aloud to help students think through the main idea and key details in a text in order to write a summary of it. Model writing a summary paragraph referencing the [Summary Paragraph Feature Checklist](#) (InsideNG Writing Project 10 Lesson 1W, T245Wc). Examine model summary paragraphs with students (InsideNG Writing Project 10, T246W). Post Summary Paragraph Feature Checklist for students to reference during the guided and independent practices. Have students read quietly to themselves the NewsELA article: [“Girl shot by Taliban now back to school, in England”](#) to determine the “gist” of the text. In triads, students discuss their understandings of the “gist” of the text and write the gist of the article.
2. Students read the text again with a partner and work in pairs or triads to fill in the close reading guide [Digging Deeper in the Text—“Malala Yousafzai” Close Reading Guide #2](#).

Evidence of Student Learning: Students will complete the Digging Deeper close reading guide with 80% accuracy. (KU= Recount)

Differentiation: Close reading guide can be differentiated for less proficient students by using (1) adding images and/or a [glossary](#), (2) lower lexile version of the text, (3) reducing the number of questions, (4) and/or limiting questions for combined paragraph readings to more specific questions correlated to specific individual paragraphs.

3. Students review the gist and reread text with their partner(s), identifying [Main Idea and Key Details using Summary Writing graphic organizer](#) ([be sure to remind the students about objectivity in their summaries](#)).

Evidence of Student Learning: Students will complete the Summary Writing graphic organizer with 80% accuracy. (KU=Explain)

4. Distribute lined paper. Working in their pairs/triads, students write a summary paragraph of the article referencing their graphic organizers for the main idea and relevant details they gleaned from the text.

Evidence of Student Learning: Students write a summary paragraph using the main idea and details recorded on their Summary Writing graphic organizer. In their summary, students use at least three academic vocabulary terms from the word wall, including “adversity”. (KU=Explain)

Independent Practice/Application *(How will the lesson progress to students’ continued engagement and academic language use, independently from the teacher? SWRL)* **(50 minutes)**

1. Students listen independently to [Malala’s speech: Girl shot in head by Taliban speaks at the UN](#) on devices to determine the gist of the text. Students write the gist of the article on an entrance/exit ticket.

Evidence of Student Learning: Look for answers that reflect student comprehension of the general idea of the text. (KU=Recount)

2. Students listen to edited video (including comprehension questions throughout) [Girl shot in head by Taliban speaks at UN](#) (see classroom setup) a second time and complete the embedded comprehension questions. As they watch, students should answer the embedded comprehension questions which are built into the video completing the close reading guide [Digging Deeper in the Text--“Malala Yousafzai” Close Reading Guide #3](#)

Evidence of Student Learning: Students answer embedded comprehension questions on their close reading guide with 80% accuracy. (KU=Explain)

3. Students listen again and complete the [Summary Writing Graphic Organizer](#) to identify main idea and key details (EL).

Evidence of Student Learning: Students complete graphic organizer using academic language from the vocabulary word wall in their answers. Students should use three or more academic terms. They may use their Frayer Models. (KU=Recount)

4. Students write a summary paragraph using the information gathered in their graphic organizer. Have students use the A Well-Organized Paragraph Feature Checklist ([InsideNG T22W](#)) to evaluate their work.

Evidence of Student Learning: Students will write a summary paragraph using the main idea and details recorded on their Summary Writing graphic organizer. Students will use at least 3 academic vocabulary terms from the word wall including adversity.(KU=Recount)

Use the [Good Writing Traits Rubric](#) (*InsideNG T245Wc*; target traits: Focus and Unity and/or Organization) to evaluate student work.

Support:

- Main Idea and Details,

- Academic language frames Transparency 7W: Connect Main Idea and Details (InsideNG Writing Project 3 Lesson 12W)
- Multi-level strategies: Drafting support (InsideNG Writing Project 3 Lesson 13W)
- If students need more writing support for main idea and details, reteach using InsideNG Writing Project 3 lessons 11W-15W.
- Write to Summarize
- Multi-level strategies: Pre-writing Support: Writing summary statements (InsideNG Writing Project 10 Lesson 2W)
- Multi-level strategies: Drafting support (InsideNG Writing Project 10 Lesson 3W)
- If students need more support for summary writing, reteach using InsideNG Writing Project 3 lessons 1W-5W.

Enrichment: Students read independently and add to their Reader's notebooks. (See [The Curriculum Corner](#) for ideas on [reading notebooks](#).)

Independent reading:

- *Letters from Rifka*
- *Surviving Hitler: A Boy in the Nazi Death Camps*
- *The Forbidden Schoolhouse*
- *Rosa Parks*
- *Martin Luther King, Jr*
- Student choice

***Closure**

Teacher revisits the lesson objectives and language targets and, elicits students' examples as they demonstrate ways how the objectives were met. (50 minutes)

Identifying Adversity

1. Remind students that in the previous lesson, they were told that this unit would be about adversity. Tell them that now they are going to identify the adversity faced by Malala Yousafzai in the texts they have just read.
2. Focus students on the Adversity Anchor Charts. Ask pairs to discuss:
 - a. What adversities did Malala face in the text of ["Girl shot by Taliban now back to school, in England"](#)?
 - b. What evidence can you quote from the text to support your answer?
3. Select a few pairs to share their thoughts. Record their ideas on the class Adversity Anchor Chart. Have students add one or more of these responses to their own [Adversity Anchor charts](#).

Evidence of student learning. Students should complete Adversity Anchor Chart graphic organizer with 100% accuracy. (KU=Recount)

Evidence of Student Learning: Students should use academic vocabulary when discussing with their partner(s). Circulate the room and monitor small group discussions; use [Academic Language Checklist](#) to evaluate discussions. Students should complete first response with 100% accuracy. (KU=Discuss, Explain)

4. Tell students that in this unit we will research how other individuals and groups of people have faced adversity at different times and in different places. They will add to their anchor charts as they progress through the unit. Let them know that at the end of the unit, they will use their anchor charts to write an informational essay to explain what they learned through their research.

Language Supports for Differentiation (Multi-level strategies)

Differentiation

1. Sentence and paragraph frames for Summarizing and Informing ([Academic Language Functions Toolkit](#), Academic Language Function 02)
2. Sentence and paragraph frames for Analyzing ([Academic Language Functions Toolkit](#), Academic Language Function 06)
3. Summary Writing Graphic Organizer ([ELM2B G6:M2B:U1:L](#))
4. Video of Malala's speech

Enrichment

Independent reading. Students read independently and add to their Reader's notebooks. (See [The Curriculum Corner](#) or [Pinterest](#) for ideas on [reading notebooks](#).)

1. *Letters from Rifka*
2. *Surviving Hitler: A Boy in the Nazi Death Camps*
3. *The Forbidden Schoolhouse*
4. *Rosa Parks*
5. *Martin Luther King, Jr*
6. Student choice

WIDA Resources (*WIDA resources to guide how students synthesize the information, construct new meaning, and apply the concepts as they specifically relate to the English learners in their classrooms.*)

1. [WIDA Examples of Language Supports](#)
2. [The WIDA Performance Definitions \(for language progression\) RECEPTIVE](#)
3. [The WIDA Performance Definitions \(for language progression\) PRODUCTIVE](#)
4. [The WIDA PK-12 CAN DO Descriptors](#)
5. [The WIDA CAN DO Descriptors By Grade Span](#)

6. [The WIDA Features of Academic Language](#)

Resources:

Expeditionary Learning Module 2B, Unit 1

www.biography.com/news/malala-yousafzai-quotes

www.biography.com/people/malala-yousafzai-21362253

www.malala.org/malalas-story

www.EdPuzzle.com

Classroom Setup

You will need to setup your own account at EdPuzzle.com. Log on or Sign up using your Wake Google ID. Copy the video into your EdPuzzle account. If you already have Google Classrooms* set up, students will automatically populate into your EdPuzzle classroom. Check the box beneath the video. Click on share/assign. Pick class to assign.

*Please note, if you do not already have classes set up in Google Classroom, you may have to create student classrooms in EdPuzzle or invite students, sharing the EdPuzzle classroom code.

Adapted from Wiggins, Grant and J. Mc Tighe. (1998). [Understanding by Design](#), Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (ppk)