



[National Geographic Reach]

ESL [Grade 5—ELD Levels 2-4]

[This unit about crossing between cultures is intended to deliver systematic, explicit, and sustained English language development in the context of the Massachusetts Curriculum Frameworks (abbreviated as MA 2017). The purpose of this unit is to help ELs develop the language necessary for academic success in the content area of English language arts. They will also develop language that will be used recurrently in and across various academic and social contexts.]

The embedded language development of this unit centers on two of the *Key Uses of Academic Language*:

- RECOUNT by describing character development within a fictional text, using supporting evidence.
- EXPLAIN by comparing and contrasting life in different countries based on a non-fiction text, using supporting evidence.

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Unit Plan

Stage 1—Desired Results			
<p>ESTABLISHED FOCUS GOALS: G</p> <p>Focus Language Goals/Standards:</p> <p>1. (Recount) Describe character development within a fictional text, using supporting evidence.</p> <p>2. (Recount) Summarize main ideas in an informational text and explain how they are supported by key details.</p> <p>3. (Explain) Compare and contrast life in different countries based on a non-fiction text, using supporting evidence.</p> <p>Content Connections: <i>The student is building toward:</i> (MA 2017) ELA-Literacy.RI.5.2- Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text. (MA 2017) ELA-Literacy.RI.5.5- Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text. (MA 2017) ELA-Literacy.RL.5.4- Determine the meaning of words and phrases as they are used in a text;</p>	Transfer		
	<p><i>Students will be able to independently use their learning to...</i></p> <p>T.1 Communicate for social and instructional purposes within the school setting. T.2 Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.</p>		T
	Meaning		
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>When reading, it’s important to consider the perspective of a character. Determining main ideas and explaining how they are supported by key details helps to summarize a text. Understanding how a narrator uses language can help us compare and contrast different places. Using evidence to support ideas builds knowledge from a text.</p>	U	<p>ESSENTIAL QUESTIONS</p> <p>How can where you are change who you are?</p> <p>What is justice?</p>
Language Acquisition in the Four Domains			
<p>KNOWLEDGE: Academic Language</p> <p><i>Students will know...</i></p> <p>Subject-verb agreement (including simple and complex subjects, singular and plural verbs). Using a dictionary to determine meaning of unknown words. Using a thesaurus to determine synonyms and antonyms. Similes and metaphors are key constructs of figurative language.</p>	K	<p>SKILLS: Academic Language</p> <p><i>Students will be skilled at...</i></p> <p>Using subject-verb agreement to form sentences. Determining the meaning of academic vocabulary using tools, such as dictionaries and thesaurus. Analyze the use of figurative language (similes and metaphors) to compare and contrast.</p>	S

<p>identify and explain the effects of figurative language such as metaphors and similes. (MA 2017) ELA-Literacy.RL.5.6- Describe how a narrator’s or speaker’s point of view influences how events are described in a story, myth, poem, or drama.</p>	<p>Compare and contrast language used to indicate similarities and differences (and, but, however, therefore).</p>	<p>Comparing and contrasting ideas in informational text.</p>
Stage 2—Evidence		
EVALUATIVE CRITERIA:	ASSESSMENT EVIDENCE: Language Development	
	CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (Performance Tasks) PT	
	OTHER EVIDENCE: OE	
Stage 3—Learning Plan		
<p>SOCIOCULTURAL IMPLICATIONS: <i>Topics:</i> Depending on students’ background experiences, these topics may evoke strong emotional responses, given possible negative experiences (e.g. discrimination, injustice, etc.)</p> <p>Furthermore, the sub-topic of slavery in the US might not be familiar to English Learner students.</p> <p><i>Task/situation:</i></p> <ul style="list-style-type: none"> Students may be more comfortable learning and/or expressing themselves in different ways: orally, in writing, by listening, by movement or touch, by looking at images of visual representations, by speaking, etc. Provide multiple ways for students to learn information and demonstrate their learning. <p>SUMMARY OF KEY LEARNING EVENTS AND INSTRUCTION:</p> <p><u>Part 1: How can where you are change who you are?</u> <i>Thread 1: Being Awake, Aware, and Alive</i></p> <p><u>Lesson 1: Day 1-</u></p>		

- **Language objectives:**
 - Students will be able to orally discuss the meaning and *personal* examples of key terms such as *character development* and *characteristics*.
 - Students will be able to recount by describing personal character development through creation and completion of a top-down web graphic organizer with examples of key topic vocabulary (*character development, characteristics*).

- **Brief overview of lesson:** Students will be introduced to the big question and thread through exploration of character development and how we use adjectives to describe character [development] characteristics. Starting with examples that connect to their backgrounds, such as their own personal character development as they moved from country to country, students will then be introduced to the figure and character development of Henry David Thoreau. Students will take part in a formative assessment that will evaluate their ability to use the top-down web graphic organizer with which they are already familiar to outline adjectives to describe their own character development in their personal moves from country to country. This activity will also build their background knowledge in preparation for application to text.

Lesson 2: Day 1-

- **Language objectives:**
 - Students will be able to orally discuss the meaning and *text* examples of key terms such as *character development* and *characteristics*.
 - Students will be able to recount by orally describing a main character’s character development using key topic vocabulary (*character development, characteristics*) supported by text evidence with a partner.”

Brief overview of lesson: Students will be introduced to the National Geographic Reach text, “My Diary from Here to There,” through a first read. The set purpose is to read this fictional diary about a character who is moving from country to country and think about how the main character changes (character development). Students will use examples from Amada’s diary to support their ideas.

Thread 2: Living in Society

Lesson 3: Day 1-

- **Language objectives:**
 - Students will be able to orally discuss the meaning and *text* examples of key terms such as *character development* and *characteristics*.
 - Students will be able to recount by describing a main character’s character development through creation and completion of a top-down web graphic organizer with examples of key topic vocabulary (*character development, characteristics*) supported by text evidence.

- **Brief overview of lesson:** In the second read of this text, students will review plot and make a top-down web of the plot. To explore the thread, they will then review character development using adjective characteristics, supported by text evidence, and

add these characteristics in writing to their top-down web.

Lesson 4: Day 1-

- **Language objectives:**
 - Students will be able to retell in writing a main character's character development based upon the characteristic vocabulary included in their top-down webs and supported by text evidence.
- **Brief overview of lesson:** Students will review the character development portion of their top-down webs, which serve as formative assessments of their ability to identify a character's changing characteristics and find support using text evidence. They will retell how the main character develops in the text first orally to a partner and then in writing, based upon the characteristic vocabulary included in their top-down webs and supported by text evidence. Their writing will serve as a summative assessment of students' ability to describe a character's development in writing, based upon a top-down web writing plan including characteristics and supporting text evidence.

Thread 3: Hearing that Different Drummer

Lesson 5: Day 1-

- **Language objectives:**
 - Students will be able to describe orally how a narrator's point of view influences the author's use of comparison in a text.
- **Brief overview of lesson:** To explore the thread, students will be introduced to the non-fiction autobiography genre through exploration and review of text features, including maps, photos, labels, captions, and headings. The set purpose for the first read of this National Geographic Reach text, "A Refugee Remembers The Autobiography of John Bul Dau," is to read this autobiographical text to compare a person's life in two countries supported by text evidence. To link current and past learning, characteristics will continue to be used to analyze the person in the text and make comparisons between his life in two countries.

Lesson 6: Day 1-

- **Language objectives:**
 - Students will be able to explain by comparing a person's life in two countries through creation and completion of a top-down web graphic organizer supported by text evidence and including characteristics.
- **Brief overview of lesson:** Students will complete their first read of the text and discuss John Bul Dau's life, comparing it between two countries. Students will be introduced to a top-down web for comparison that functions similar to a Venn Diagram. They will develop a top-down web writing plan comparing John Bul Dau's life between two countries, using text evidence to support the identified characteristics in comparing this person's life between two countries.

Part 2: What is justice?

Thread 4: Choosing Life with Principle

Lesson 7: Day 1-

- **Language objectives:**
 - Students will be able to explain by comparing a person’s life in two countries in writing based upon the comparisons and characteristics included in their top-down web graphic organizers and supported by text evidence.

- **Brief overview of lesson:** In this lesson, students will be introduced to the big question and thread after reviewing and completing their comparison top-down webs, which serve as formative assessments of their ability to identify a person’s characteristics, make comparisons between life in two countries, and find support using text evidence. They will explain these comparisons first orally to a partner and then in writing, reflecting on what is just, and based upon the comparisons included in their top-down webs. Their writing will serve as a summative assessment of students’ ability to make comparisons in writing, based upon a top-down web writing plan, including characteristics, comparisons, and supporting text evidence.

Lesson 8: Day 1-

- **Language objectives:**
 - Students will be able to describe choices they can make to demonstrate how they “live *deliberately*” through creation and completion of a top-down web graphic organizer including these choices.

- **Brief overview of lesson:** In this lesson, students will continue to reflect on the big question and thread through vocabulary word part analysis and use of cognates. Students will analyze word parts in the word “deliberately” as we examine the Thoreauvian concept of “Living Deliberately” through discussion and with the support of a top-down web. After building background of Thoreau’s decision to go to jail instead of paying taxes to a government that allowed slavery, students will continue to apply their knowledge of “living deliberately” to their own personal experiences in preparation for application to text. They will discuss with a partner and then create their own top-down web as a writing plan to respond to the prompt: “What choices can you make at school and at home that demonstrate how you “live deliberately”?”

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What students should know and be able to do to engage in this unit:

- Turn and talk: turn to their assigned partner, facing them directly (knee-to-knee and eye-to-eye), and quietly talk with their partner on topic using sentence frames provided by the teacher.

- Share ideas with the whole class or a small group.
- Basic understanding of adjectives as describing words.
- Basic understanding of the top-down web graphic organizer structure.
- Actively listen to text read-aloud.
- Basic understanding of plot.
- Retell elements from text, using text evidence support.
- Compare concepts.
- Basic understanding of fiction and non-fiction text features to evaluate whether text is fiction or non-fiction.

Part 1 Essential Question: How can where you are change who you are?

Thread 1: Being Awake, Aware, and Alive

Lesson 1

Day 1 Big Question and thread exploration: How can where you are change who you are? & *Being Awake, Aware, and Alive*

Estimated Time: 40 minutes

Brief overview of lesson: Students will be introduced to the big question and thread through exploration of character development and how we use adjectives to describe character [development] characteristics. Starting with examples that connect to their backgrounds, such as their own personal character development as they moved from country to country, students will then be introduced to the figure and character development of Henry David Thoreau. Students will take part in a formative assessment that will evaluate their ability to use the top-down web graphic organizer with which they are already familiar to outline adjectives to describe their own character development in their personal moves from country to country. This activity will also build their background knowledge in preparation for application to text.

LESSON FOUNDATION

Unit-Level Focus Language Goals to Be Addressed in This Lesson /Unit-Level Salient Content Connections to Be Addressed in This Lesson

G.1 RECOUNT by describing character development within a fictional text, using supporting evidence.

(MA 2017) ELA-Literacy.RL.5.4- Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes.

Language Objectives Essential Questions Addressed in This Lesson

Students will be able to orally discuss the meaning and personal examples of key terms such as *character development* and *characteristics*.

Students will be able to recount by describing personal character development through creation and completion of a top-down web graphic organizer with examples of key topic vocabulary (*character development, characteristics*). Q.1 How can where you are change who you are?

Assessment

□ Formative: Assess student application of learned language to define and/or provide personal examples of the terms *character development* and *characteristics* during turn-and-talks, class discussion, and in top-down web graphic organizers.

□ Formative: Assess student creation and completion of their own top-down graphic organizers of their personal character development, including adjective characteristics to describe how they changed moving from country to country.

*Adjust instruction as needed.

THE LESSON IN ACTION

Lesson Opening

1. Post and explain the lesson’s language objectives: “Students will be able to orally discuss the meaning and examples of key terms such as *character development* and *characteristics*,” and “Students will be able to recount by describing personal character development through creation and completion of a top-down web graphic organizer with examples of key topic vocabulary (*character development*, *characteristics*).” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.
2. Introduce the big question and thread.
3. Pre-teach the vocabulary character development and introduce word part analysis to break down the meaning of vocabulary words: diary and characteristics. Model for students how to use their first language to help them break down the meaning of word parts (cognates). Discuss describing words and teach/review the related vocabulary word, adjectives.

During the Lesson

1. Assess students’ background knowledge about character development through turn-and-talks and class discussion about their personal character development as they have moved from country to country.
2. Provide background about the figure, Henry David Thoreau. Then, model use of adjective characteristics to describe this important historic figure orally and in writing using a top-down web (e.g. observant, deliberate, scientific, reflective, etc.)
 - a. Define *character development* again (“how someone changes over time”).
 - b. Explain that students will be completing their own top-down web graphic organizers to write down their own personal character [development] characteristics as they have moved from country to country that they had shared orally. Review that the characteristic (describing words) they will be using are called adjectives.

3. Students create and complete their own top-down graphic organizers of their personal character development, including adjective characteristics to describe how they changed moving from country to country.

Lesson Closing

1. Introduce the lesson's text to be read, analyzed and discussed next lesson: National Geographic Reach: "*My Diary from Here to There.*" by Amada Irma Perez.
2. Review that students will apply their knowledge of using adjectives to describe character [development] characteristics of the text's main character.
3. Revisit the objectives.

Lesson 1 Resources

- National Geographic Reach: "*My Diary from Here to There.*" by Amada Irma Perez.
- Whiteboard
- Pencils, markers, crayons
- Student partner groupings
- Student writing paper
- Images of Henry David Thoreau

Lesson 2

Day 2 How does the character, Amada, in the text “My Diary from Here to There” develop? & *Being Awake, Aware, and Alive*

Estimated Time: 40 minutes

Brief overview of lesson: Students will be introduced to the [National Geographic Reach](#) text, “My Diary from Here to There,” through a first read. The set purpose is to read this fictional diary about a character who is moving from country to country and think about how the main character changes (character development). Students will use examples from Amada’s diary to support their ideas.

LESSON FOUNDATION

Unit-Level Focus Language Goals to Be Addressed in This Lesson/Unit-Level Salient Content Connections to Be Addressed in This Lesson

G.1 RECOUNT by describing character development within a fictional text, using supporting evidence.

(MA 2017) ELA-Literacy.RL.5.4- Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes.

Language Objectives Essential Questions Addressed in This Lesson

Students will be able to orally discuss the meaning and *text* examples of key terms such as *character development* and *characteristics*.

Students will be able to recount by orally describing a main character’s character development using key topic vocabulary (*character development, characteristics*) supported by text evidence with a partner. Q.1 How can where you are change who you are?

Assessment

□ Formative: Assess student application of learned language to define and/or provide text examples of the terms *character development* and *characteristics* during turn-and-talks, class discussion, and in preparation for creating top-down web graphic organizers.

□ Formative: Assess student application of learned language to recall key events/information from the text using text evidence during the retelling.

*Adjust instruction as needed.

THE LESSON IN ACTION

Lesson Opening

1. Post and explain the lesson’s language objectives: “Students will be able to orally discuss the meaning and *text* examples of key terms such as *character development* and *characteristics*” and “Students will be able to recount by orally describing a main character’s character development using key topic vocabulary (*character development, characteristics*) supported by text evidence with a partner.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.
2. Review from prior class that students will apply their knowledge of using adjectives to describe character [development] characteristics of the text’s main character.

During the Lesson

1. Introduce the lesson’s text.
 - a. Display the front cover of National Geographic Reach: “*My Diary from Here to There.*” by Amada Irma Perez.
 - b. Students preview the text in pairs. Review: 1) how to evaluate whether the text is fiction or non-fiction using text features and 2) picture walking, including question generation. Remind students that they will alternate pages in their picture walk and must generate at least one question during their picture walk that they will consider during reading.
 - c. Tell students to think about the set purpose, which is to read this fictional diary about a character who is moving from country to country and think about how the main character changes (character development). Students will use examples from Amada’s diary to support their ideas.
 - d. Explain that students will apply their background knowledge of their personal character development in their own moves from country to country to orally analyze the main character’s character development throughout the text, using supporting text evidence.
2. Read the text aloud, modeling proper reading.
3. Review the text:
 - a. Review the vocabulary word plot (beginning, middle, and end of a text). Illustrate plot in a top-down web.
 - b. Have students think about the main ideas of the text independently first, then turn and talk with a partner to recount main ideas from the text, before sharing as a whole group. Prompt students as needed, using questions, such as: “What happened at the beginning of the text?” or “What changes happen in Amada’s life?” Provide sentence frames for students to use if they want to, such as: “At the beginning, _____ because I saw in the text ____.” During partner work, listen to conversations, focusing on use of adjective characteristics, keywords or the use of sentence frames.

4. Students turn-and-talk to discuss the main character's character development throughout the text supported by text evidence. Model some adjective characteristics using a sentence frame such as "At the beginning, I think Amada felt ____ (e.g. worried) because I saw in the text ____." Then have students discuss it with a partner. Listen to conversations, assessing students' language production and understanding of character development in texts supported by text evidence.

Lesson Closing

1. Explain that students will be completing their own top-down web graphic organizers next class to write down the main character's character [development] characteristics as she moved from country to country supported by text evidence that they had shared orally. Review that the characteristic (describing words) they will be using are called adjectives.
2. Review that students can use their personal character development top-down webs as reference and support.
3. Revisit the objectives.

Lesson 2 Resources

- National Geographic Reach: *"My Diary from Here to There."* by Amada Irma Perez.
- Whiteboard
- Student partner groupings

Lesson 3

Day 3 How does the character, Amada, in the text “My Diary from Here to There” develop? & *Living in Society*

Estimated Time: 40 minutes

Brief overview of lesson: In the second read of this text, students will review plot and make a top-down web of the plot. To explore the thread, they will then review character development using adjective characteristics, supported by text evidence, and add these characteristics in writing to their top-down web.

LESSON FOUNDATION

Unit-Level Focus Language Goals to Be Addressed in This Lesson /Unit-Level Salient Content Connections to Be Addressed in This Lesson

G.1 RECOUNT by describing character development within a fictional text, using supporting evidence.

(MA 2017) ELA-Literacy.RL.5.4- Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes.

(MA 2017) ELA-Literacy.RL.5.6- Describe how a narrator’s or speaker’s point of view influences how events are described in a story, myth, poem, or drama.

Language Objectives Essential Questions Addressed in This Lesson

Students will be able to orally discuss the meaning and *text* examples of key terms such as *character development* and *characteristics*.

Students will be able to recount by describing a main character’s character development through creation and completion of a top-down web graphic organizer with examples of key topic vocabulary (*character development, characteristics*) supported by text evidence. Q.1

How can where you are change who you are?

Assessment

- Formative: Assess student application of learned language of the term *plot* in top-down web graphic organizers.
- Formative: Assess student application of learned language to recall key events/information from the text using text evidence during the retelling.

□ Formative: Assess student creation and completion of their own top-down graphic organizers of a text's main character's character development, including adjective characteristics to describe how the main character changed throughout the narrative supported by text evidence.

*Adjust instruction as needed.

THE LESSON IN ACTION

Lesson Opening

1. Post and explain the lesson's language objectives: "Students will be able to orally discuss the meaning and *text* examples of key terms such as *character development* and *characteristics*" and "Students will be able to recount by describing a main character's character development through creation and completion of a top-down web graphic organizer with examples of key topic vocabulary (*character development, characteristics*) supported by text evidence." To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.
2. Model in a top-down web a concept learned during a Thoreauvian workshop of what changes location can make (topic=location; sub-topics of what language can change= 1) character development, 2) writing, 3) language. Prompt students to discuss how their personal location changes affected any of these sub-topics. Monitor conversations for academic language proficiency and use of key vocabulary. If needed, model an example of how a location change altered personal character development in preparation for students' text talk and application.
3. Activator: Students turn-and talk to review the text plot describing the main character's character development using adjective characteristics supported by text evidence.

During the Lesson

1. Students create and complete their own top-down graphic organizers of the main character's character development, including adjective characteristics supported by text evidence to describe her character development throughout the narrative.
 - a. Prompt students to start by creating a top-down web illustrating plot (beginning, middle, and end).
 - b. Remind students to add notes in their top-down webs of the main character's character development of the text independently. If needed, prompt students to check in with partners to review or clarify the adjective characteristics they had identified orally with their partners to describe the main character's character development supported by text evidence. Prompt students as needed, using questions, such as: "How does Amada change during the text? Why/What happened?" Provide sentence

frames for students to use if they want to, such as: “At the beginning, I think Amada felt ____ (e.g. worried) because I saw in the text ____.” During independent or partner check-ins, monitor top-down web note-taking and listen to conversations, focusing on use of adjective characteristics, keywords or the use of sentence frames.

Lesson Closing

1. Explain that students will be using their own top-down web graphic organizer [writing plans] next class to write in complete sentences the main character’s character [development] characteristics as she moved from country to country supported by text evidence. Review that the characteristic (describing words) they will be using are called adjectives.
2. Revisit the objectives.

Lesson 3 Resources

- National Geographic Reach: “*My Diary from Here to There*.” by Amada Irma Perez.
- Whiteboard
- Pencils, markers, crayons
- Student partner groupings
- Student writing paper

Lesson 4

Day 4 How does the character, Amada, in the text “My Diary from Here to There” develop? & *Living in Society*

Estimated Time: 40 minutes

Brief overview of lesson: Students will review the character development portion of their top-down webs, which serve as formative assessments of their ability to identify a character’s changing characteristics and find support using text evidence. They will retell how the main character develops in the text first orally to a partner and then in writing, based upon the characteristic vocabulary included in their top-down webs and supported by text evidence. Their writing will serve as a summative assessment of students’ ability to describe a character’s development in writing, based upon a top-down web writing plan including characteristics and supporting text evidence.

LESSON FOUNDATION

Unit-Level Focus Language Goals to Be Addressed in This Lesson / Unit-Level Salient Content Connections to Be Addressed in This Lesson

G.1 RECOUNT by describing character development within a fictional text, using supporting evidence.

(MA 2017) ELA-Literacy.RL.5.6- Describe how a narrator’s or speaker’s point of view influences how events are described in a story, myth, poem, or drama.

Language Objectives Essential Questions Addressed in This Lesson

Students will be able to retell in writing a main character’s character development based upon the characteristic vocabulary included in their top-down webs and supported by text evidence. Q.1 How can where you are change who you are?

Assessment

Formative: Assess student application of learned language to recall key events/information from the text using text evidence during the retelling.

Formative: Assess student application of learned language to define and/or provide text examples of the terms *character development* and *characteristics* during turn-and-talks, class discussion, and in preparation for creating top-down web graphic organizers.

□ Summative: Assess student application of character development in writing based upon their top-down web graphic organizers and including characteristics and supporting text evidence.

*Adjust instruction as needed.

THE LESSON IN ACTION

Lesson Opening

1. Post and explain the lesson's language objectives: "Students will be able to retell in writing a main character's character development through retelling based upon the characteristic vocabulary included in their top-down webs and supported by text evidence." To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.
2. Activator: Students turn-and talk to review their top-down webs describing the main character's character development using adjective characteristics supported by text evidence.

During the Lesson

1. Students write from their own top-down graphic organizer [writing plans] about the main character's character development, including adjective characteristics supported by text evidence to describe her character development throughout the narrative.
 - a. Remind students to include an introduction and conclusion in their writing. Prompt students as needed to check the appropriate ____ (e.g. topic) section of their top-down webs for introduction and conclusion notes to use to write complete sentences. If needed, prompt students to check in with partners to state orally their introductions and conclusions.
 - b. Remind students to write complete sentences from their top-down web notes. If needed, prompt students to check in with partners to review or clarify their complete sentences derived from their top-down web note-taking. Provide sentence frames for students to use if they want to, such as: "At the beginning, I think Amada felt ____ (e.g. worried) because I saw in the text ____." During independent or partner check-ins, monitor writing in complete sentences in introductions, body, and conclusion. Listen to conversations, focusing on use of complete sentences including adjective characteristics or keywords or the use of sentence frames.

Lesson Closing

1. Students read their writing to each other in pairs and offer feedback about any revisions needed to make their partner's writing more clear.

2. Write on board and ask students to consider the text sentence (p. 21): “Keep your language and culture alive in your diary and in your heart.” Read aloud p. 25 “Meet the author” about how some of the author’s diary stories became books. Students discuss how the fictional main character’s thoughts, emotions, and experiences influence how events are described in the story ((MA 2017) ELA-Literacy.RL.5.6.)
3. Revisit the objectives.

Lesson 4 Resources

- National Geographic Reach: “*My Diary from Here to There.*” by Amada Irma Perez.
- Whiteboard
- Pencils, markers, crayons
- Student partner groupings
- Student top-down web graphic organizers
- Student writing paper

Lesson 5

Day 5 Compare John Bul Dau's life in two countries, using supporting evidence. & *Hearing that Different Drummer*

Estimated Time: 40 minutes

Brief overview of lesson: To explore the thread, students will be introduced to the non-fiction autobiography genre through exploration and review of text features, including maps, photos, labels, captions, and headings. The set purpose for the first read of this National Geographic Reach text, "A Refugee Remembers The Autobiography of John Bul Dau," is to read this autobiographical text to compare a person's life in two countries supported by text evidence. To link current and past learning, characteristics will continue to be used to analyze the person in the text and make comparisons between his life in two countries.

LESSON FOUNDATION

Unit-Level Focus Language Goals to Be Addressed in This Lesson/Unit-Level Salient Content Connections to Be Addressed in This Lesson

G.2 RECOUNT by summarizing main ideas in an informational text and explain how they are supported by key details.

G.3 EXPLAIN by comparing and contrasting life in different countries based on a non-fiction text, using supporting evidence.

(MA 2017) ELA-Literacy.RL.5.6- Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.

(MA 2017) ELA-Literacy.RI.5.5- Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.

Language Objectives Essential Questions Addressed in This Lesson

Students will be able to describe orally how a narrator's point of view influences the author's use of comparison in a text. Q.1How can where you are change who you are?

Assessment

□ Formative: Assess student application of learned language to define and/or provide text examples of the terms *narrator*, *point of view*, and *compare* (Verb)/*comparison* (Noun) during turn-and-talks, class discussion, and in preparation for creating top-down web graphic organizers.

□ Formative: Assess student application of learned language to recall key events/information from the text using text evidence during the retelling.

*Adjust instruction as needed.

THE LESSON IN ACTION

Lesson Opening

1. Post and explain the lesson's language objectives: "Describe how a narrator's point of view influences the author's use of comparison in a text." To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.
2. Model in a top-down web some examples of subject and pronoun words that are used for a narrator in first-person point of view to tell a story the way he sees it. (topic=first person point-of-view; sub-topics= 1) I, 2) me, 3) my. Prompt students to: 1) discuss their own personal stories (connecting to their background experiences) from their point of view and 2) notice the subject and pronoun words they use to do it (e.g. I, me, my). If needed, model an example and visually mark in the modeled top-down web the number of times these first-person subject and pronoun words are being used during modeling.

During the Lesson

1. Introduce the lesson's text.
 - a. Display the front cover of National Geographic Reach: "*A Refugee Remembers: The Autobiography of John Bul Dau*." by John Bul Dau.
 - b. Review word part analysis to break down the meaning of vocabulary words. To connect students' current and prior learning, mention the vocabulary words students previously analyzed using word part analysis (e.g. diary and characteristics) and then explicitly state (orally and in writing) that the next vocabulary word for word part analysis is: autobiography. To explicitly leverage students' background experiences, remind students to use their first language to help them break down the meaning of word parts (cognates). Be explicit that the narrator of the text is the same as the author: John Bul Dau.
 - c. Students preview the text in pairs. Review: 1) how to evaluate whether the text is fiction or non-fiction using text features, including maps*, and 2) picture walking, including question generation. Remind students that they will alternate pages in their picture walk and must generate at least one question during their picture walk that they will consider during reading.

*As a visual example, show a map of DCR's Walden Pond State Reservation to connect back to the life of Henry David Thoreau and his time living at Walden Pond.

- c. Tell students to think about the set purpose, which is to read this autobiographical text to compare a person’s life in two countries supported by text evidence. Be explicit that the narrator of the text is John Bul Dau.
- d. Explain that students will apply their prior learning of characteristics to compare the narrator’s life in two countries, using supporting text evidence.
2. Review partner reading as similar to picture walking in which students will alternate pages in their picture walk and look for answers to their previously generated questions.
3. Review the text:
 - a. Review how to compare life situations. Model using sentence frames noting how I would speak in first person point-of-view about myself (as the narrator did), such as: “In France, I ____, but in America, I _____. In both places, I _____.” Emphasize that my point-of-view influences how events are described.
 - b. Have students think about the main ideas of the text independently first, then turn and talk with a partner to recount main ideas from the text, before sharing as a whole group. Prompt students as needed, using questions, such as: “What happened in the narrator’s, John Bul Dau’s, life in Africa?” or “How was that the same or different than in America?” Provide sentence frames for students to use if they want to, noting how we would speak in a different point-of-view to describe a person in a text (using names or pronouns like “he” or “she”), such as: “In Africa, John ____, but in America, he _____. In both places, the narrator _____.” During partner work, listen to conversations, focusing on use of characteristics, keywords or the use of sentence frames.

Lesson Closing

1. Explain that students will be completing their own top-down web graphic organizers next class to compare the narrator, John Bul Dau’s, life between two countries supported by text evidence. Review that the characteristic (describing words) they will be using are called adjectives.
2. Continue to review that students can use their character development top-down webs from the prior fictional story, “*My Diary from Here to There*” as reference and support.
3. Write on board and ask students to consider again (this time using non-fiction) how a narrator’s or speaker’s point of view influences how events are described ((MA 2017) ELA-Literacy.RL.5.6.) Students discuss how John Bul Dau’s first person point-of-view (e.g. using words such as “I”, “me”, “my”) influences how events are described in the [non-fiction] autobiography.
4. Revisit the objectives.

Lesson 5 Resources

- [National Geographic Reach](#): : *"A Refugee Remembers: The Autobiography of John Bul Dau."* by John Bul Dau.
- Whiteboard
- Student partner groupings
- Visuals: map of DCR's Walden Pond State Reservation

Lesson 6

Day 6 Compare John Bul Dau's life in two countries, using supporting evidence. & *Hearing that Different Drummer*

Estimated Time: 40 minutes

Brief overview of lesson: Students will complete their first read of the text and discuss John Bul Dau's life, comparing it between two countries. Students will be introduced to a top-down web for comparison that functions similar to a Venn Diagram. They will develop a top-down web writing plan comparing John Bul Dau's life between two countries, using text evidence to support the identified characteristics in comparing this person's life between two countries.

LESSON FOUNDATION

Unit-Level Focus Language Goals to Be Addressed in This Lesson/Unit-Level Salient Content Connections to Be Addressed in This Lesson

G.2 RECOUNT by summarizing main ideas in an informational text and explain how they are supported by key details.

G.3 EXPLAIN by comparing and contrasting life in different countries based on a non-fiction text, using supporting evidence.

(MA 2017) ELA-Literacy.RI.5.5- Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.

Language Objectives Essential Questions Addressed in This Lesson

Students will be able to explain by comparing a person's life in two countries through creation and completion of a top-down web graphic organizer supported by text evidence and including characteristics. Q.1 How can where you are change who you are?

Assessment

☐ Formative: Assess student application of learned language to define and/or provide text examples of the terms *narrator*, *point of view*, and *compare* (Verb)/*comparison* (Noun) during turn-and-talks, class discussion, and in preparation for creating top-down web graphic organizers.

☐ Formative: Assess student application of learned language to recall key events/information from the text using text evidence during the retelling.

□ Formative: Assess student creation and completion of their own top-down graphic organizers to compare a person’s life between two countries supported by text evidence and including characteristics.

*Adjust instruction as needed.

THE LESSON IN ACTION

Lesson Opening

1. Post and explain the lesson’s language objectives: “Students will be able to explain by comparing a person’s life in two countries through creation and completion of a top-down web graphic organizer supported by text evidence and including characteristics.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.
3. Model how to use a top-down web or comparison, specifically using symbols such as “=” and “X” to demonstrate top-down web details that are the same or different.
4. Review/cycle back to connect current learning to prior learning by discussing how the adjective characteristics to describe a fictional character, like Amada, can also be used to describe a non-fictional person like John Bul Dau.
5. Students turn-and-talk to brainstorm adjective characteristics to describe John Bul Dau supported by text evidence. If needed, prompt students to refer back to their prior Amada character development top-down webs.

During the Lesson

1. Students create and complete their own top-down graphic organizers comparing John Bul Dau’s life between two countries, including adjective characteristics supported by text evidence.
 - a. If needed, prompt students to refer back to their prior Amada character development top-down webs for reference and support.
 - b. Remind students to add notes in their top-down webs comparing the narrator’s life in two countries independently, based on their prior turn-and-talk conversations. If needed, prompt students to check in with partners to review or clarify the adjective characteristics they had identified orally with their partners to compare the narrator’s life between two countries supported by

text evidence. Prompt students as needed, using questions, such as: “How does John Bul Dau change during the text? Why/What happened?” Provide guiding questions for students to respond to if they want to, such as: “What happened in the narrator’s life in Africa?” or “How was that the same or different than in America?” listen to conversations, focusing on use of adjective characteristics or keywords.

Lesson Closing

1. Explain that students will be using their own top-down web graphic organizer [writing plans] next class to write complete sentences comparing the narrator’s life in two countries supported by text evidence. Review that the characteristic (describing words) they will be using are called adjectives.
2. Revisit the objectives.

Lesson 6 Resources

- National Geographic Reach: “*A Refugee Remembers: The Autobiography of John Bul Dau.*” by John Bul Dau.
- Whiteboard
- Pencils, markers, crayons
- Student partner groupings
- Student writing paper

Part 2 Essential Question: What Is Justice?

Lesson 7

Day 7 Compare John Bul Dau's life in two countries, using supporting evidence. & *Choosing life with principle.*

Estimated Time: 40 minutes

Brief overview of lesson: In this lesson, students will be introduced to the big question and thread after reviewing and completing their comparison top-down webs, which serve as formative assessments of their ability to identify a person's characteristics, make comparisons between life in two countries, and find support using text evidence. They will explain these comparisons first orally to a partner and then in writing, reflecting on what is just, and based upon the comparisons included in their top-down webs. Their writing will serve as a summative assessment of students' ability to make comparisons in writing, based upon a top-down web writing plan, including characteristics, comparisons, and supporting text evidence.

LESSON FOUNDATION

Unit-Level Focus Language Goals to Be Addressed in This Lesson/Unit-Level Salient Content Connections to Be Addressed in This Lesson

G.2 RECOUNT by summarizing main ideas in an informational text and explain how they are supported by key details.

G.3 EXPLAIN by comparing and contrasting life in different countries based on a non-fiction text, using supporting evidence.

(MA 2017) ELA-Literacy.RI.5.5- Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.

Language Objectives Essential Questions Addressed in This Lesson

Students will be able to explain by comparing a person's life in two countries in writing based upon the comparisons and characteristics included in their top-down web graphic organizers and supported by text evidence. Q.2 What is justice?

Assessment

□ Formative: Assess student application of learned language to define and/or provide text examples of the terms *narrator*, *point of view*, and *compare* (Verb)/*comparison* (Noun) during turn-and-talks, class discussion, and in preparation for creating top-down web graphic organizers.

□ Formative: Assess student application of learned language to recall key events/information from the text using text evidence during the retelling.

□ Summative: Assess student application of comparisons of a person's life in two countries in writing based upon their comparison top-down web graphic organizers and including these comparisons, characteristics, and supporting text evidence.

*Adjust instruction as needed.

THE LESSON IN ACTION

Lesson Opening

1. Post and explain the lesson's language objectives: "Students will be able to explain by comparing a person's life in two countries in writing based upon the comparisons and characteristics included in their top-down web graphic organizers and supported by text evidence." To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.
2. Guide word part analysis of the essential question vocabulary word, "justice," using a top-down web with "justice" as the topic. If needed, prompt students to find a [familiar] word part within the word (e.g. just).
3. Students turn-and talk to review their top-down webs comparing John Bul Dau's life in two countries, including comparisons, adjective characteristics, and supporting text evidence. Prompt students to reflect on these comparisons in relation to what is just.

During the Lesson

1. Students write from their own top-down graphic organizer [writing plans] comparing John Bul Dau's life in two countries, including comparisons, adjective characteristics, and supporting text evidence.
 - a. Remind students to include an introduction and conclusion in their writing. Prompt students as needed to check the appropriate ____ (e.g. topic) section of their top-down webs for introduction and conclusion notes. If needed, prompt students to check in with partners to state orally their introductions and conclusions.

b. Remind students to write complete sentences from their top-down web notes. If needed, prompt students to check in with partners to review or clarify their complete sentences derived from their top-down web note-taking. Provide sentence frames for students to use if they want to, noting how we would speak in a different point-of-view using names or pronouns like “he” or “she” such as: “In Africa, John ____, but in America, he _____. In both places, the narrator _____.” During independent or partner check-ins, monitor writing in complete sentences in introductions, body, and conclusion. Listen to conversations, focusing on use of complete sentences including comparisons, adjective characteristics or keywords, or the use of sentence frames.

Lesson Closing

1. Students read their writing to each other in pairs and offer feedback about any revisions needed to make their partner’s writing more clear.
2. Revisit the objectives.

Lesson 7 Resources

- National Geographic Reach: “*A Refugee Remembers: The Autobiography of John Bul Dau.*” by John Bul Dau.
- Whiteboard
- Pencils, markers, crayons
- Student partner groupings
- Student top-down web graphic organizers
- Student writing paper

Lesson 8

Day 8 How can we make choices to “live *deliberately*”? & *Choosing Life with Principle*

Estimated Time: 40 minutes

Brief overview of lesson: In this lesson, students will continue to reflect on the big question and thread through vocabulary word part analysis and use of cognates. Students will analyze word parts in the word “deliberately” as we examine the Thoreauvian concept of “Living Deliberately” through discussion and with the support of a top-down web. After building background of Thoreau’s decision to go to jail instead of paying taxes to a government that allowed slavery, students will continue to apply their knowledge of “living deliberately” to their own personal experiences in preparation for application to text. They will discuss with a partner and then create their own top-down web as a writing plan to respond to the prompt: “What choices can you make at school and at home that demonstrate how you “live deliberately”?”

LESSON FOUNDATION

Unit-Level Focus Language Goals to Be Addressed in This Lesson/Unit-Level Salient Content Connections to Be Addressed in This Lesson

G.2 RECOUNT by summarizing main ideas in an informational text and explain how they are supported by key details.

(MA 2017) ELA-Literacy.RL.5.4- Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes.

Language Objectives Essential Questions Addressed in This Lesson

Students will be able to describe choices they can make to demonstrate how they “live *deliberately*” through creation and completion of a top-down web graphic organizer including these choices. Q.2 What is justice?

Assessment

□ Formative: Assess student application of learned language to define and/or provide examples of *justice* and the terms, word parts, and cognates in the phrase “*Living Deliberately*” during turn-and-talks, class discussion, and in preparation for creating top-down web graphic organizers.

□ Formative: Assess student creation and completion of their own top-down graphic organizers to describe choices they can make to demonstrate how they “live *deliberately*.”

*Adjust instruction as needed.

THE LESSON IN ACTION

Lesson Opening

1. Post and explain the lesson's language objectives: "Students will be able to describe choices they can make to demonstrate how they "live *deliberately*" through creation and completion of a top-down web graphic organizer including these choices." To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.
2. Activator: Model in a top-down web a concept learned during a Thoreauvian workshop of applying word part analysis and cognates to understand what Thoreau meant by "Living *Deliberately*" (topic=Living *Deliberately*, sub-topics prompted by students' use of their first language (cognates) = 1) liberty, 2) libr[e] "library", 3) libra "to weigh". Guide students to synthesize parts of overall message presented by Laura Wall (e.g. have freedom to read world and weigh consequences, particularly in hard cases.) Prompt students to discuss how their first languages (cognates) supported them to synthesize [parts of] this message and emphasize the advantages of using this strategy. Review the connections students have made between past learning and current learning by using their first language to support them in word part analysis and making meaning of new words. Monitor conversations for academic language proficiency and use of cognate vocabulary.
3. Build background of Thoreau's hard decision to go to jail instead of paying taxes to a government that allowed slavery, which demonstrated one way in which he felt he was doing *justice* and "living deliberately."
4. Students turn-and-talk to brainstorm choices they can make at school and at home to demonstrate how they "live deliberately." Write the writing prompt on the board: "What choices can you make at school and at home that demonstrate how you "live *deliberately*?"

During the Lesson

1. Students create and complete their own top-down graphic organizers of choices they can make at school and at home to demonstrate how they "live deliberately" in response to the writing prompt.

a. If needed, prompt students to think of some of the hardest choices they (or their friends) have had to make and how the results could demonstrate how they “live deliberately.”

b. Remind students to add notes in their top-down webs of these choices at school and at home to “live deliberately,” based on their prior turn-and-talk conversations. If needed, prompt students to check in with partners to review or clarify the choices they had identified orally with their partners at school and at home to “live deliberately.” Prompt students as needed, using questions, such as: “How does that choice demonstrate that you “live deliberately”? Why/What happened?” Provide guiding questions for students to respond to if they want to, such as: “What hard choices have you had to make at school or at home?” or “How do/did those choices demonstrate how you “live deliberately”? Listen to conversations, focusing on use of key words or cognates.

Lesson Closing

1. Explain that students will be using their own personal experiences to apply the idea of making choices to “live deliberately” to text, starting with the last text: National Geographic Reach: “*A Refugee Remembers: The Autobiography of John Bul Dau.*” by John Bul Dau.
2. Revisit the objectives.

Lesson 8 Resources

- Whiteboard
- Pencils, markers, crayons
- Student partner groupings
- Student writing paper