



Building Hopes with Literacy

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What if someone
decided your
profession ?



Maybe we
do...

A yellow speech bubble with a black outline and a small tail pointing downwards and to the left. It contains the text "I got the TN Promise Scholarship!" in a black serif font.

I got the
TN Promise
Scholarship!

A blue speech bubble with a black outline and a small tail pointing downwards and to the right. It contains the text "What Scholarship?" in a black serif font.

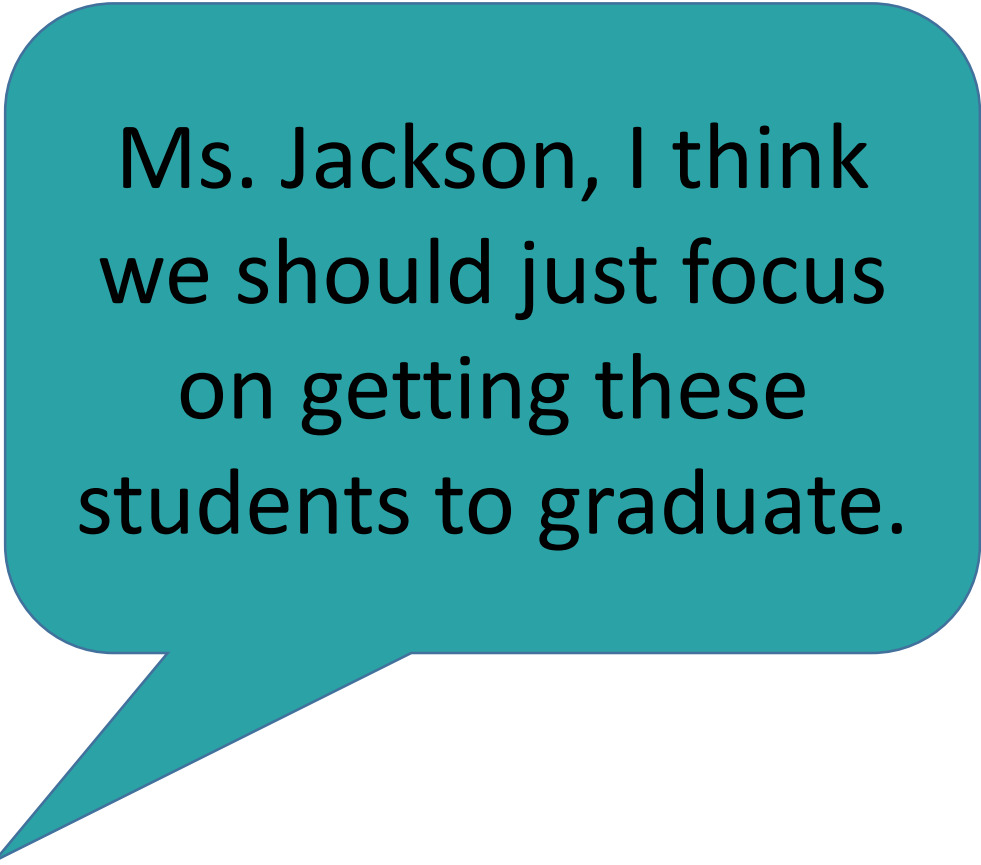
What Scholarship?

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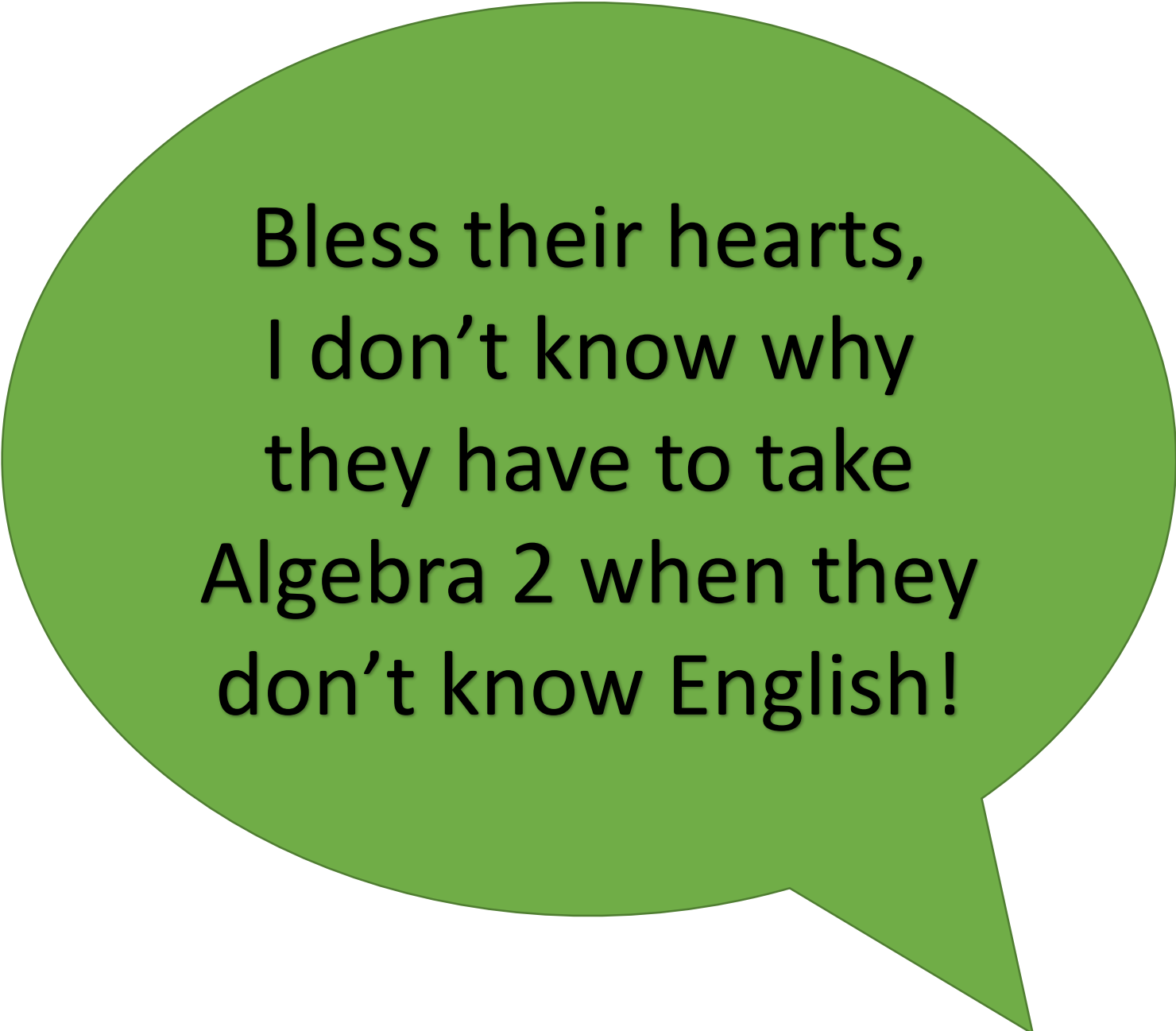
I made a 21
on the ACT.

A green speech bubble with a dark green outline and a tail pointing towards the bottom-right.

That's great...

A teal speech bubble with a pointed tail pointing towards the bottom-left. The text inside is black and centered.

Ms. Jackson, I think we should just focus on getting these students to graduate.

A green speech bubble with a pointed tail pointing towards the bottom-right. The text inside is black and centered.

Bless their hearts, I don't know why they have to take Algebra 2 when they don't know English!

“Many educators associate simple, short sentences with ease in understanding and interpretation. For that reason, texts that are prepared and selected for English language learners and other students who have trouble reading are often composed of short, choppy sentences. The result is **unnatural**, incoherent text **conveying** less substance than regular texts“
(Fillmore & Snow, 2000, p.30)

“There is only one way to acquire the language of literacy, and that is through literacy itself. Why? Because the only place students are likely to encounter these **structures and patterns** is in the materials they read. And that is possible only if the texts they read in school are written in such language. Complex texts provide school-age learners reliable access to this language, and **interacting** with such texts allows them to discover how academic language works” (Fillmore & Fillmore, n.d., p. 2)

Jeff Zwiers (*JeffZwiers.org*)

states

- Effective conversations provide students with lots of language input and output.
- Communication-based teaching requires: engaging purposes, information gaps, building ideas through and content to talk about.
- There are many missed opportunities in content area lessons to develop academic language and literacy. (Zwiers, n.d., para.1)

Hattie (2008) sums up effective instruction

- Balance of surface and deep understanding
- Learning Strategies to construct Meaning
- Planned, deliberate and active programs to get to that deeper meaning

Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement

Bringing it all together...

Exposure to Text Complexity

Engagement with Text Complexity

Scaffolding with Text Complexity

Deep Meaning

Grade 6: Module B Unit 1 (Option A)

Unit Theme: Man vs Machine

Reading Informational and Literary Text and Argument Writing

Unit Instructional Dates: October 15-November 15 (22 days)

Unit 1 Connections

This unit focuses on analyzing how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, plot, or idea analyzing how differences in point of view impact **literary** and **informational text**. The unit focus also includes tracing and evaluating the argument and specific claims in a text.

Teachers will model reading and writing with think alouds and scaffold writing instruction to include modeling the writing. During questioning, students should respond in writing before responding orally. Students will use graphic organizers, sentence frames, and paragraph frames to organize their thoughts. Students will demonstrate their understanding of text structure and point of view through close reads of texts, class discussions, and **argumentative writing**.

TNReady **argumentative** task asks students to delineate and evaluate the argument and specific claims in a text, assessing whether the reason is sound and the evidence is relevant and sufficient.

Argumentative writing requires students to introduce claims, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Students will need to support claim(s) with clear reasoning and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Students will use words, phrases, and clauses to clarify the relationships among claim(s) and reasons while establishing and maintaining a formal style. Students should provide a concluding statement or section that follows from and supports the argument presented.

When **writing**, students should be expected to use the structures and conventions they have learned throughout the previous units and in previous grades. Students will introduce the topic and organize ideas in ways that explicitly convey the topic. Students will use precise language and domain-specific **vocabulary** to explain the topic and include a concluding statement that supports the explanation presented. Students will develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Students will use appropriate and varied transitions to create cohesion and clarify relationships among ideas and concepts. Students will also write demonstrating command of the conventions of standard English.

Language standards will be taught and assessed during close reads and while writing **argumentative** works with the focus on development of body paragraphs. Students will use grade-appropriate general academic and domain-specific vocabulary important to comprehension and expression. Students should distinguish among the connotations of words with similar denotations, and recognize and correct vague pronouns and and nuances in word meanings when reading, writing, speaking and listening.

Throughout the unit students will begin to understand how reading, language, and writing are connected.

Performance Task: You have read “The Veldt” and “Spy Gadgets” texts. Write an essay that argues whether technology should be classified as “good” or “bad”. Be sure to cite evidence from both texts to support your argument. Follow the conventions of standard written English.

Framing the Motivation

1. Introduce the Performance Task. Ask students what they “Need to Know” in order to perform this task. Have the students number the pages and number the sections.

2. Show video for background information

<https://youtu.be/DuKvWEENrpc?t=23s>

3. This story was written in the 1950s.

Have the students do a compare and contrast Thinking map of technology in the 1970 vs today?

Using video for reference. (possible videos)

https://youtu.be/jKfJjb_H4QY

<https://youtu.be/rxAByTb-9vc>

4. Have the students work in groups to clarify and elaborate on the ideas for a comparison of 2019 to 2080.

Juicy Sentence

Introduce the theme sentence? P. 9

This room is their mother and father, far more important in their lives than their real parents.

(Please notice the dangling modifier the author uses for effect.)

Take time to draw out the nuances of the sentence moving from the word level to the phrase level helping students understand the connections. This sentence will be used for at least one week. This should take about 5-8 min a day to talk about it. Be careful not to give away the ending by explaining too much.

How can we read the passage Closely?



Vocabulary

Shades of Meaning

Act

Draw

Describe

Antonym

I will remember that I do not treat a fever chart, a cancerous growth, but a sick human being, whose illness may affect the person's family and economic stability. My responsibility includes these related problems, if I am to care adequately for the sick.

I will prevent disease whenever I can, for prevention is preferable to cure.

I will remember that I remain a member of society, with special obligations to all my fellow human beings, those sound of mind and body as well as the infirm.

I will remember that I do not treat a deficit, but a child with a dream, whose education will affect the person's family and economic stability. My responsibility includes these related problems, if I am to care adequately for all children.

I will prevent achievement gaps whenever I can, for prevention is preferable to intervention.

I will remember that I remain a member of society, with special obligations to all my fellow human beings.

References

- Fillmore, L. W., & Snow, C. (2000). *What Teachers Need to Know About Language*. doi: 10.21832/9781788920193-003
- Fillmore, C., & Fillmore, L.W., (n.d.). *What Does Text Complexity Mean for English Learners and Language Minority Students?*
<https://tinyurl.com/y22k8yqe>
- Hattie, J. (2008). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*.