Secondary ELD Lesson Template
Grade Level(s): 9/10
☒ Integrated ELD – ELA  ☐ Designated ELD

Lesson Guiding Question:
What is the central idea of the text, and how do we know?

Class Composition
Please record relevant student data below. Some categories may not be applicable to your class (these categories can be left blank). Most of this information can be found in MyData: https://mydata.lausd.net

| General Student Data (1b1,1b3) - Record the number of students in each category |
|---------------------------------|---------------------------------|
| Students with Disabilities:     | GATE Students:                 |
| Considering the data above, list the strategies you use to help every student gain access to academic content (i.e., differentiation strategies, grouping of students, IEP requirements, etc.). (1a2, 1b1) |

<table>
<thead>
<tr>
<th>English Learner Data (1b1)</th>
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<tbody>
<tr>
<td># English Learners:</td>
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<tr>
<td># Emerging (CELDT 1-2)</td>
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<td># Bridging (CELDT 4-5)</td>
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<tr>
<th>Instructional Goals and Objectives (1a1)</th>
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<td>(Part 2 of 3)</td>
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CA ELD Standard(s):
Part I – Interacting in Meaningful Ways
Grade 9/10, Part 1, #6: **Reading/viewing closely**

a) Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.

b) Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently).

Part II – Learning About How English Works
Grade 9/10, Part II, #3: **Using verbs and verb phrases**
Use a variety of verbs in different tenses (e.g., past, present, future), aspects (e.g., simple, progressive, perfect), and mood (e.g., subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.

Content Standard(s):
RI 10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI 10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
SL 10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas
and expressing their own clearly and persuasively.
c. Propel conversations by posing and responding to questions that relate the current discussion to
broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or
challenge ideas and conclusions.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and,
when warranted, qualify or justify their own views and understanding and make new connections in
light of the evidence and reasoning presented.

Content Objective(s):
Students will be able to discern the central idea of a grade level text and discuss how the language and
structure of the text create that message both explicitly and implicitly.

Language Objective(s):
Students will be able to explain inferences and conclusions drawn from close reading of a grade-level
text using a variety of verbs and adverbials in a whole group discussion and in writing.

Academic Language Development High Impact Practice Emphasized:
☐ Using Complex Text    ☐ Fortifying Complex Output    ☐ Fostering Complex Interactions

Key Vocabulary:
Perspective    Organized

Instructional Materials, Technology and Resources (1d2)

- Powerpoint, “Sitting Bull Lesson"
- Copies of excerpt from Son of the Morning Star: Custer and the Little Bighorn
- Class set of highlighters in two different colors
- Sentence Strips
- Oral Output Analysis Tool (OOAT)
- Reading Analysis Tool (RAT)
- Language Learned from Text Analysis Tool (LLFTAT)

Lesson Structure
1a2 Knowledge of Content Related Pedagogy / 1d1 Standards-Based Learning Activities

Instructional Sequence:

Using PowerPoint slideshow:

1. Using Complex Text
   EXPLAIN: Now we are going to read a short text about Sitting Bull and two different perspectives, or points of
   view, about his name. I would like for you to read along as I read out loud.

2. Now I am going to read it a second time. As I read, listen for and underline a sentence that you think comes close
to stating the central idea, big idea or CLAIM of this text. Ask for volunteers to read the sentences they identified.
Guide discussion to the first and last full sentences of the text by asking questions like, What is the topic of this
text? What is it really about? Whose points of view are
3. Students will work in pairs to highlight sentences as described on the slide. Model with the first two sentences. Discuss highlighted sentences. Re-read the entire text one sentence at a time asking students to identify the perspective of each one. The slide shows a model of how the sentences might look if both perspectives were highlighted on the same page.

Ask, *So now what are your thoughts about the main idea or claim of this text? Have your ideas changed at all?* (Students may come to the conclusion that there are two main ideas. They may also begin to see that the text is really about cultural differences and lack of understanding that contributed to a conflict.)

4. Facilitate a whole group discussion for close reading. Encourage students to answer using multiple complete sentences and to support their ideas with evidence from the text, prompting for more complete answers if necessary. Use questions like the ones below:

- How many perspectives or points of view are explained in this text?
- What is the effect of the author repeating the name in the first line?
- Which word or words could be used to explain the Whites' opinion of Sitting Bull? (*absurd, stupid, dull, complacent*) What are some synonyms for those words?
- Which word or words could be used to explain the Indians' opinion of Sitting Bull? (*respected, honored, wise, powerful*) What are some synonyms for those words?
- What reasons does the author give for the Whites' interpretation of the name?
- What explanation does the author give for the Indians' understanding of the name?
- Why do you think it was important for the author to...
include the part about ____ What if it were not there?
• Based on what you know about American history, what other reasons do you think might explain why the Whites and the Indians had such different perspectives about the name?
• What word or words does the author use to indicate a change of perspective? (but, however)
• Even though the author doesn’t state it directly, what can we infer about ____?
• So then what do you think now about the author’s claim or the main idea of this text? What is this text really about? (They don’t really understand each other.)
• How does the text help you to know that?

5. Students will return to pairs to co-develop one sentence that states the central idea of the text, using ideas generated in the group discussion, but in the students’ own words. Collect and post the sentence strips so that all can see them.

Guide the class through a process of elimination to remove identical or nearly identical sentences, keeping the ones the students consider the best statements of the central idea. Then reduce the number of statements even further by combining ideas and rewriting the sentences until the class has agreed on one common statement of the central idea of the text. (Save all sentence strips, including discarded ones, for the next part of the lesson.)

Scaffold: If students need support to write a sentence stating the central idea, consider having them create a T-chart like the one on the slide to organize their ideas and create multiple simple sentences. Then have them combine sentences using the vocabulary from the second slide.

Assessment
1e2 Planning Assessment Criteria
Use formative assessments to determine the following:
To what extent are students able to summarize all of the big ideas into a coherent gist of the selection?
How might your students improve their use of academic language for text analysis?
How effectively do students support their ideas with evidence?
Formative Assessments/Language Analysis Tools:
- Sentence Strips
- Oral Output Analysis Tool (OOAT)
- Reading Analysis Tool (RAT), Dimension 3
- Language Learned from Text Analysis Tool (LLTFTAT)

How will you use this information to inform your next steps for instruction?