

Designated ELD Language Workshop Outline

Grade 8 Expanding A

COLLECTION/UNIT TITLE	CORE TEXT	LANGUAGE WORKSHOP PAGES
Collection 1- Culture and Belonging	Bonne Annee	p.38-55

ELD Standards	Substandards	Success Criteria
<p><b><u>ELD.PI.8.1</u></b> Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</p>		<p><b>I can</b> ask questions in a collaborative discussion.  <b>I can</b> actively listen to my peers in a collaborative discussion.  <b>I can</b> affirm other students in a collaborative discussion.  <b>I can</b> define "relevant."  <b>I can</b> explain what relevant information is.  <b>I can</b> add relevant information to a collaborative discussion.  <b>I can</b> explain what paraphrasing is.  <b>I can</b> identify key ideas from the discussion.  <b>I can</b> put key ideas into my own words.</p>
<p><b>ELD.PI.8.6</b> Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p>	<p><b><u>ELD.PI.8.6b</u></b> Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).</p>	<p><b>I can</b> define inference.  <b>I can</b> identify inferences in a text or multimedia presentation.  <b>I can</b> express inferences in a text or multimedia presentation, using verbs.  <b>I can use</b> verbs (suggests that, leads to) when I draw conclusions in a text or multimedia presentation.  <b>I can</b> define conclusions.  <b>I can</b> consider information in a text or multimedia presentation.  <b>I can</b> draw conclusions in a text or multimedia presentation, using verbs.  <b>I can use</b> verbs (suggests that, leads to) when I draw conclusions in a text or multimedia presentation.</p>
	<p><b><u>ELD.PI.8.6c</u></b> Use knowledge of morphology (e.g., affixes, roots, and base words),</p>	<p><b>I can</b> define morphology.  <b>I can</b> use morphology to determine the meaning of unknown words.  <b>I can</b> explain what a suffix is.  <b>I can</b> use suffixes to determine the meaning of unknown words.</p>

	<p>context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>I can</b> explain what a context clue is.  <b>I can</b> use context to determine the meaning of unknown words.  <b>I can</b> navigate different reference materials.  <b>I can</b> use reference materials to determine the meaning of unknown words.  <b>I can</b> identify visual cues in a text.  <b>I can</b> use visual cues to determine the meaning of unknown words.  <b>I can</b> determine the meaning of multiple meaning words, as they are used in a text.</p>
<p><b>ELD.PII.8.3</b>  Using verbs and verb phrases.</p>		<p><b>I can</b> define verb.  <b>I can</b> define verb phrase.  <b>I can</b> identify verbs in a text.  <b>I can</b> identify verb phrases in a text.  <b>I can</b> connect verbs and verb phrases to task, text type and discipline.  <b>I can</b> use verbs and verb phrases in my own writing by connecting them to task, text type and discipline.</p>
<p><b>Possible Supplemental Materials:</b>  <a href="#">Answer What and How Questions-Lesson Plans (educeri.com)</a>  <a href="#">Use Regular Verbs in the Past Tense (Educeri.com/ Grades 4-5)</a>  <a href="#">Use Progressive Verb Tenses (educeri.com/ Grades 8 &amp; HS)</a></p>		

**Day 1- Connect to the Text**  
**Language Workshop**  
**pages 38-41**

**Language X-Ray**

**Build Background Knowledge**

1. Ask Students: Why do people immigrate, or come to a foreign country to live permanently?

**Language X-Ray**

1. Use the Language X-Ray below to help students focus on the language in "Bonne Année." Refer to the author's description of his growing awareness of ties to his native land, Haiti. See Student Book pages 31–32 and 34–36.

**Zoom In on the Text**

In the personal essay "Bonne Année," the author recounts childhood events that increased his awareness of his Haitian homeland and heritage. He talks about the reasons his father and others left the island and about those exiled immigrants' longing to return home. Through his childhood stories, the author reveals what it is like to live in an adopted country and raises questions about what connects people to the land of their birth.

**Zoom In on Words and Phrases**

*make all the difference* = have a very good effect on something or someone

*destinies* = plural of *destiny*; the things that someone will experience in the future and cannot escape

*at best incidental* = in the most favorable view, something is a coincidence or pure chance

*of the moment* = the most important at this particular time

*dawning* = beginning or making a first appearance

*holds a nation prisoner* = uses authority and power to deny all freedoms and to control the people

[someone's] *days are numbered* = the person will not exist much longer; the person's remaining days on Earth are few

### Zoom In on the Main Idea

The main idea of this section concerns the author's sense of identity. The question he poses on lines 36–37, "Do I want to leave?" sums up his ambivalence toward two countries: the land of his birth and the land he has grown up in and knows. In his adopted country, he has developed an identity separate from that of his parents, yet his destiny remains linked to events on the ancestral island of which he has no memory.

### Listen to the Text/ Check Comprehension

#### Focus on Topic Knowledge

1. Direct student attention to pages 31–32 of the Student Book.
2. Explain that they will focus on the author's reflections on immigrating to and growing up in the United States of America.

#### Listen to the Text and Check Comprehension:

1. Focus on the author's growing understanding of why he and his family fled Haiti and his mixed feelings about the possibility of returning there.
2. Have students read the excerpt chorally as you read aloud.
3. Stop at various points to check for understanding. Then guide a discussion of the author's growing awareness of political conditions in Haiti and their effect on his life. Finally, have students work in pairs to read the excerpt themselves.
4. **Check Text Comprehension:** Check understanding and build language with the questions below. Clarify as needed. If students respond briefly, encourage them to expand their answers by using sentence frames based on the suggested responses.
5. Ask students the following questions to check their understanding:
  - a. Where was the author born?  
Answer: Port-au-Prince, Haiti
  - b. What kind of man is "Papa Doc" Duvalier?  
Answer: He is described as an evil man, a thief, and a murderer who holds his nation prisoner.
  - c. Why is Papa Doc's fall from power important to the author's family?  
Answer: Papa Doc tried to have his father killed and forced the family to flee Haiti; his fall from power will mean the family can return.
  - d. How will Papa Doc's destiny affect the author's destiny?  
Answer: When Papa Doc is forced to leave Haiti, the author will return with his family. Just as when the family was forced to flee Haiti, Papa Doc's fate will change the author's future.

## Introduce Vocabulary

2. Pair students and have them discuss why Haitians such as the author and his family immigrated to other countries. Ask students to discuss how the author feels about his adopted home, New York.
3. After pairs discuss, have volunteers share their ideas with the class.

### Introduce Vocabulary

1. Display Vocabulary Card 8.3 and share the student-friendly explanation and example for each word.
2. Explain to students that they will learn and practice four words: **exile, homeland, immigrant, and refugee.**
3. Pair students and have them brainstorm what they already know about the Vocabulary Words.
4. Next, have partners take turns providing oral clues for each of the four Vocabulary Words.
5. Then have students create their own Vocabulary Cards, including the word, a definition, an illustration or photograph, and words or phrases that will help them remember the meaning.

### Vocabulary Card 8.3

#### exile

A person forced to live in a foreign country, often for political reasons, is an **exile**.

*Many Haitians chose to live as **exiles** rather than face abuse by the new government.*

#### homeland

A person's **homeland** is his or her native land: the country in which the person was born. Some people think of the homeland as *the old country*.

*The boy's father fled war-torn Europe to live in America but always dreamed of returning to his **homeland**.*

#### immigrant

An **immigrant** is a person who comes to live in a country from another country.

*With hope for a brighter future, **immigrants** come to the United States from all over the world.*

#### refugee

A **refugee** is a person who flees for safety from his or her country, often due to war.

*Albert Einstein, one of the world's most famous scientists, was a political **refugee** from Germany.*

## How English Works

### Explore Language: How English Works

1. **Introduce the Skill-Use Verbs:** Explain to students that a verb is a part of speech that tells an action or a state of being. Some verb forms can show that an action is happening at a particular moment in the present or that an action has begun but hasn't finished. They give us a sense of time and continuing action. These progressive verbs combine the verb to be with the -ing form of a verb.
2. **Return to the Text:** Provide several examples of verbs in both the present (study, wait, walk) and present progressive tenses (am studying; is waiting; are walking).
3. Then have students revisit "Bonne Année," on Student Book pages 31–32. Have them find verb phrases that describe an action that is happening at the moment or that has begun but is not complete. Use incorrect choices, such as schooling (line 16) or gathering (line 24), to clarify the concept.
4. Ask students to study lines 13–15. Discuss how the author's use of the present progressive form both conveys a sense of time and adds a sense of certainty to the idea of leaving New York and returning to Haiti.
5. Remind students that some verbs do not use the progressive form. Examples include *belong, cost, hear, know, like, love, need, understand, and want*.

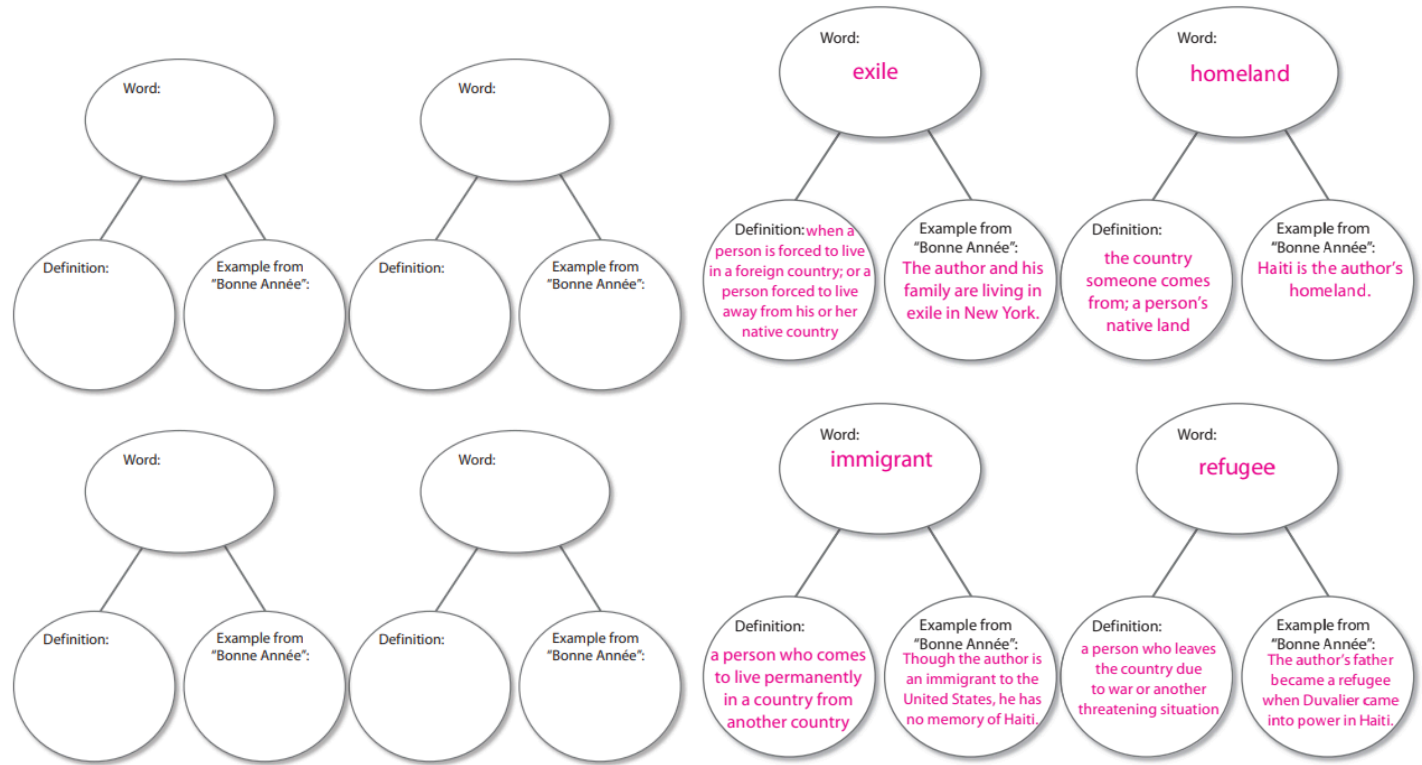
## Day 2- Collaborate Language Workshop pages 42-45

### Expand Vocabulary

### Vocabulary

1. Use the Vocabulary Graphic Organizer to help students clarify their understanding of the domain-specific Vocabulary Words in Lesson 3. This organizer allows students to explore how each word applies to the reading selection and the topic of immigration. As needed, review how to use reference materials to find word definitions. (sample organizer found on the next page)

## Vocabulary Graphic Organizer



### Expand Vocabulary

1. Remind students that the Vocabulary Graphic Organizer for this lesson will help them talk and write about immigration and life in a foreign land.
2. Distribute the Vocabulary Graphic Organizer to each pair.
3. Pair students and assign each pair all four Vocabulary Words. Have students work together to write the definition of each Vocabulary Word and supply an example based on information in the reading excerpt.
4. Then have partners meet with another pair. Ask them to compare their definitions and explain why they chose the examples. Have students add additional information to their organizers. Then have students work together to write sentences for at least two of the Vocabulary Words.
5. Circulate to monitor student discussions and review their organizers. If students have trouble supplying examples, guide them with questions based on the reading selection, such as Why did the author's father leave Haiti? Could we say he was living in exile? If Duvalier is forced to leave Haiti, will he have to live in exile?
6. When students finish, call on volunteers to share their work. Encourage students to ask each other questions to improve their understanding.



## Interact in Meaningful Ways

### Interact in Meaningful Ways

1. Introduce the Collaborate skill, **Add Relevant Information**, by explaining that in the exchange of ideas, it's important to ask questions and contribute relevant information, or information that is directly related to the topic. Say: Today we will ask and answer questions to determine the main idea and key details in a text. We will also practice adding relevant information.
2. **Model the Sample Conversation:** Display Model Conversation 8.3. (example can be found on the next page) Read aloud the sample conversation, using different tones of voice for each speaker. Have groups of students read the conversation aloud. Then discuss each speaker's words.

### Model Conversation 8.3

**Jenna:** Okay, we are looking for the main idea and supporting details of this section. Let's start with a list of questions that will help us.

**Carly:** I think we should start with the topic of the essay. What is the essay talking about?

**Steven:** It's exploring the experience of living as an immigrant, in exile from your homeland.

**Jenna:** I agree. So the next question we should ask is: What is the author talking about in this section? In other words, what point is he making about the topic?

**Steven:** When we answer that, we'll have the main idea. How can we check that we've identified the main idea correctly?

**Carly:** We can ask more questions, such as: Does our choice relate to the essay's general topic? If so, then we can start to look for details to support our main idea.

**Steven:** Right. The topic, main idea, and supporting details should all work together. What questions should we ask to check that our key details are good?

**Carly:** Let's see. Are all the details related to the main idea?

### Model Conversation 8.3, continued

**Jenna:** I can add one. The key details should relate to each other. So we can ask: When we put all the details together, what pattern do they make?

**Carly:** Or looking at it another way: Do the key details add up to the main idea?

**Steven:** So we start by identifying the topic of the essay. Next, we decide on the main point of the reading section. Then we look for key details to support it.

**Jenna:** Don't forget to check that the details add up to the main idea and that the main idea relates to the larger topic. Does that make sense?

3. Have students explain what speakers in the Model Conversation are discussing. Clarify that the speakers are thinking of questions they can ask to determine the main idea and key details.



## How English Works

4. Discuss which questions are best or most useful. Then have students suggest other relevant questions.
5. Have students look more closely at responses to questions in the conversation. Discuss how each response adds relevant information.

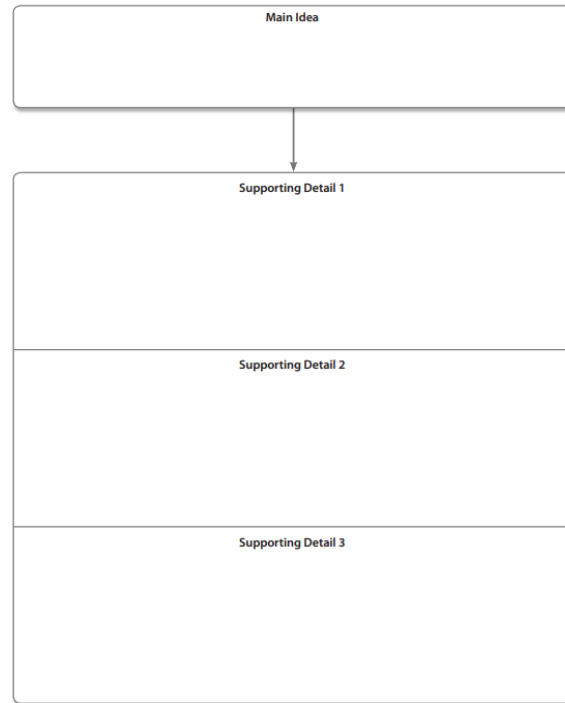
### **Revisit How English Works Skill: Use Verbs**

1. Remind students of the structure and purpose of the present and present progressive verb tenses.
2. Have students identify places where speakers use the present and present progressive verb tenses in the Model Conversation.

### **Scaffold Conversations**

1. Explain that students will now work in small groups to determine the main idea and key details in the excerpt from "Bonne Année" on pages 31–32.
2. Group students and provide the following prompt: In this section of the essay, what point is the author making about living in exile?
3. Provide each student with a Main Idea and Details Graphic Organizer.
4. Have students begin their conversation by stating the prompt in their own words.
5. Then have students ask and answer questions to determine the main idea and key details of the selection. Encourage students to ask for additional information or clarification if they do not understand a response. Remind students that responses should add only relevant information.
6. Encourage students to use language appropriate to purpose, task, and audience as they discuss ideas. Remind them to use present tense verbs to convey time, as appropriate to their conversation.
7. Have students complete their Graphic Organizers as they discuss and you circulate to offer assistance.

### Main Idea and Details Graphic Organizer



### Day 3- Interpret Language Workshops pages 46-49

### Interact in Meaningful Ways

#### Interact in Meaningful Ways:

1. **Revisit the Text to Interpret Meaning:** Direct students to "Bonne Année," lines 85–128, on Student Book pages 34–36. Here, the author uses events at a soccer match to examine the power of cultural identity. Explain that students will identify the main idea and the inferences that support the main idea.
2. Introduce the Interpret skill, **Express Inferences and Conclusions**, by explaining that when you infer, you use evidence and reasoning to draw a conclusion.
  - a. Ask: What support can you identify to help you make an inference about the main idea of this section?
3. Have students choral read the paragraphs as you read aloud. Check for understanding.
  - a. Ask: What main point is the author making in this section? With guiding questions, help students formulate a statement about the excerpt's main idea, based on inferences from the text.
4. Point out that the author does not cite facts to support his main idea but provides a story from which inferences may be drawn.
5. Pair students and have them explore inferences within the text that support the author's main idea.
6. Encourage students to express ideas using verbs and verb phrases such as reveals, suggests that, and indicates that.

## How English Works

### Unpack the Text

1. Direct students to pages 35–36 in the Student Book.
2. Use the Text Unpacking graphic below to help students unpack the last paragraph of the excerpt, in which the author describes his reaction to the soccer match.

#### UNPACKING THE TEXT

Focus on lines 123–128 of the excerpt, beginning “Still. Still, for six. . . .”

#### FOCUS ON MEANING

Ask students to discuss inferences that the author uses to support his main idea. Use the following to help students understand:

- Remind students of the main idea in this section: *Even when someone grows up in exile, cultural pride ties him or her to the homeland.*
- The sentence beginning “Perhaps the natal . . .” expresses this main idea.
- Other statements of joy and pride support this idea through inference.
- The author never says, “I was proud,” but says “. . . for six minutes Haiti was doing the impossible. . . Six minutes.” We can infer his pride.
- The author further states that those six minutes mean more to him than any of his favorite baseball team’s victories.

#### FOCUS ON LANGUAGE

Remind students that an inference is an educated guess based on information and reasoning. It is a statement that appears to be true. In contrast, a fact is a statement that can be objectively proved. Explain that when discussing inferences, students can use particular words and phrases to express their ideas clearly. These include *supports, shows that, based on, reveals, suggest that, and indicates that*. **Say:** *For example, using a phrase such as shows that or indicates that, you can say, “When the author states that Haiti is doing something impossible by beating Italy, it shows/indicates he is proud of his native country.”* **Ask:** *How could we use the phrase based on to express an inference? Guide students as they practice expressing inferences using various words and phrases.*

#### IN OUR OWN WORDS . . .

Prompt students to tell what the sentences mean in their own words.

### Revisit the How English Works Skill: Use Verbs

1. Have students work in small groups to list ten to twelve examples of present-tense and present progressive-tense verbs used in “Bonne Année,” pages 34–36.
2. Encourage students to decide as a group which words belong in each category. Have students orally support their choice of words and classification.
3. Then challenge students to generate new sentences using the verbs they listed.

## Word Learning Strategy

### Introduce the World Learning Strategy: Use Reference Materials

1. Explain to students that using reference materials such as a dictionary or encyclopedia can help you to understand and learn more about unfamiliar words and ideas. Understanding what type of information is offered by each source will help you decide which information source to use.
2. Let students know that today they will use various reference materials to locate information and to discover how information in each source differs.
3. **Explore Reference Materials:** Display the following reference materials: *dictionary, thesaurus, encyclopedia, and atlas*.
  - a. Ask students to share what they know about each information source
    - i. What type of information does a \_\_\_\_\_ contain? When the source would be most useful
4. Clarify misconceptions as needed. Review how to locate information in each source.
5. Display the term World Cup. Ask students to share what they know about the term. Then ask the following questions:
  - a. Suppose I want a simple definition of the term. Which information source should I use?  
Answer: dictionary
  - b. Which information source will provide more detailed information?  
Answer: encyclopedia
  - c. Which sources can I use if I want to learn more about a country that has won the World Cup?  
Answer: atlas and encyclopedia

### Model the Strategy and Provide Examples

1. Model your thinking as you use various sources to look up information about the term refugee.
2. Say: *For a basic definition, I should use a dictionary. Here it is. Refugee: a person who has been forced to leave his or her country. . . . If I want to find a synonym for the word, I can use a thesaurus. I see here that a synonym for refugee is exile. However, I want to learn more about the reasons for refugee crises and where these crises have taken place. For that I will need to look in the encyclopedia. Then, to better understand where refugees are coming from or going to, I can use an atlas to find these locations on maps.*

### Negotiate Understanding in Small Groups

1. Divide students into groups of four and have each group determine which reference materials can give them information about the following terms: immigrant, soccer, defense, Haiti, and Italy.
2. Have students draw a four-column, six-row grid. Have them label the columns Dictionary, Thesaurus, Encyclopedia, and Atlas. Have them label each row with one of the above terms. You can use the following to show students an example:

	Dictionary	Encyclopedia	Thesaurus	Atlas
immigrant				
soccer				
defense				
Haiti				
Italy				

- As students decide which information source can give them information about each term, have them check off the appropriate space on the grid. Encourage them to explain the reason for their decision.
- Finally, have students check their thinking. Put each student in the group in charge of checking information in one reference source. Have students share their findings with others in the group.

**Day 4- Produce  
Language Workshop  
pages 50-52**

**Interact in Meaningful  
Ways**

**Interact in Meaningful Ways**

- Explain that students will work in groups to determine the main idea and supporting details in a new excerpt from "Bonne Année."
- Facilitate Discussion:** Divide students into groups and distribute the Main Idea and Details Chart. Direct student attention to their assigned paragraph (as listed below) from "Bonne Année," Student Book pages 32–34.
- Guide groups as they read the excerpt, and clarify terms and ideas as needed. Ask the students:
  - What point is the author making about living in exile? Have students brainstorm possible main ideas. Then help them agree on one.
- Tell students they now will work together to find details that support the main idea they chose. Remind them that they will often need to make inferences to identify the author's support.
- Assign Student Book page 33, lines 56–69. Have students write the excerpt's main idea in the organizer and then reread the excerpt to identify supporting details.
- Have students discuss the details they identified and choose three that best support the main idea. Have students provide clear reasons for their choices. Then have them write the details in their organizers.

**Introduce the Produce Skill: State a Central Idea**

- Explain to students that they will collaborate to write a paragraph stating their conclusion about the main idea of their assigned section of text. In their paragraph, they will provide at least two key details to support their conclusion.
- Have groups review their main idea statement and compare lists of supporting details. Have them choose three of the strongest details and rank them in order of importance.

## How English Works

3. Have groups use their Graphic Organizers to begin writing their drafts. Their paragraph should include three supporting details. Encourage students to use verb phrases such as supports, suggests that, and indicates that.
4. **Facilitate Collaborative Writing:** As student groups collaborate to write, circulate the room to monitor their progress and answer questions. Remind students that this is only a first draft; they will be given time to make improvements and to polish their writing.

### Revisit the How English Works Skill: Use Verbs

1. Remind students of this lesson's How English Works skill, Use Verbs.
2. Have student volunteers read their groups' draft paragraph aloud.
3. As volunteers read, have listeners write down the verbs or verb phrases in the paragraph. Encourage students to ask questions if they are unsure of what they heard.
4. Then have students identify each present-tense or present progressive-tense verb and explain why that tense was used in the sentence. If the incorrect tense was used, have students correct the tense.
5. Challenge students to identify and explain other verb tenses used in the group compositions.
6. As students create lists of verbs and categorize them, circulate to observe students' work. Use the formative assessment items below to identify student strengths and challenges in identifying verbs and verb phrases and understanding the usage of present- and present progressive-tense verbs.

## Day 5- Reflect Language Workshop Pages 53-55

### Interact in Meaningful Ways

### Interact in Meaningful Ways

1. **Revisit the Group Composition:** Project or display the compositions groups wrote on the previous day. Explain that you will read each group's composition as it is and then students will work together to make any needed revisions. Then read aloud each group's composition without making corrections.
2. **Facilitate Revision:** Encourage students to look for confusing sentences and suggest ways to improve coherence and clarity.
3. Ask students to make sure their details support the stated main idea.
4. Finally, encourage students to provide positive feedback, such as pointing out ideas and sentences that are interesting and strong.
5. As students review the group paragraph for clarity and cohesion, have them note sentences or ideas they might refine or strengthen.
6. In group discussion, have students suggest improvements. Encourage them to find additional details to strengthen the paragraph.
7. Have students make sure they correctly used verbs to express time. Encourage them to add Vocabulary Words from the lesson.
8. Guide students to make any further corrections to content or structure and write a final draft of their paragraphs.
9. Call on volunteers to read their group's final draft to the class. Allow the class to ask questions or provide feedback.

## Reflect on Learning

### Reflect on Learning

1. Ask students to think about their class discussions and small-group conversations about this week's topic: What is it like to live as an immigrant, in exile from your homeland?
2. Encourage student volunteers to share with the class any new information or conclusions. Tell them to support their answers with details from "Bonne Année" or from their own prior knowledge
3. Have students create 3-2-1 index cards listing three things they learned, two things they still have questions about, and one thing they want you to know. Encourage students to use this lesson's Vocabulary Words.
4. Help students create a Reflections on Immigration wall: Cover a bulletin board or large wall area with bulletin board paper. Have students contribute a photograph, draw a picture, or write a word or phrase representing an interesting idea or insight they gained during the lesson. Encourage students to label their photographs or drawings and to illustrate their words (word art) when possible.
  - a. For example, a student might write the phrase our destinies are linked or the word exile in an artistic way that illustrates the concept.
5. When all students have made their contributions, discuss their reflections. Ask student volunteers to elaborate on the idea or insight they contributed.