**Unit Title:** Stories of Resilience (Reader Response Paragraph)

**Estimated Time:** 2 Weeks

**Content Area:** English Speakers of Other Languages (ESOL)  
**Course:** ESL 2  
**Grade:** High School (9-12)

**Unit Overview**

<table>
<thead>
<tr>
<th>Summative: Resilience Theme Paragraph</th>
<th>R4, SL4, W1, W3, W4</th>
<th>Essential Questions</th>
<th>Formative Assessment(s):</th>
</tr>
</thead>
</table>
| **Unit 3 - Stories of Resilience (Rwanda Reflections)** | | | **Pre-Assessment Paragraph:** What is Resilience?  
**Gist Notecatcher** |

**Week 1**

- **Priority Standard(s):**  
  SL4, W1

- **Content Objectives (I can...):**  
  (SL4) I can identify the main idea of a presentation about the Rwandan genocide.  
  (R4) I can explain what resilience is (main idea) from the author’s perspective in a summary paragraph.  
  - Code the text using annotation strategy  
  - Make a conclusion about the main idea  
  - Support main idea with relevant, explicit details in your own words  
  - Summary is objective (no opinions)

- **Formative Assessment(s):**  
  - Pre-Assessment Paragraph: What is Resilience?  
  - Gist Notecatcher

**Literacy Block Support**

- **(W1) Past Tense Review**

**Week 2**

- **Priority Standard(s):**  
  R4, W1, W3, W4

- **Content Objectives (I can...):**  
  (R4) I can explain what resilience is (main idea) from the author’s perspective in a summary paragraph.  
  - Code the text using annotation strategy  
  - Make a conclusion about the main idea  
  - Support main idea with relevant, explicit details in your own words  
  - Summary is objective (no opinions)  
  (W3) I can define what resilience is in my life through a reader response (PEAR) paragraph.  
  - Point that defines what resilience is  
  - Evidence that is relevant to the definition  
  - Analysis zooms in on the key details that exemplify the definition  
  - Reasoning that zooms out to connect key details to the definition

- **Formative Assessment(s):**  
  - Reading Summary Paragraph  
  - Circle Map Brainstorm  
  - Paragraph Outline Tree Map  
  - Post-Assessment Paragraph: Resilience Theme Paragraph DRAFT

**Literacy Block Support**

- **(W1) Past Tense Review**
  - **(W1, W3, W4) Paragraph Revision**
### Alta Vista Charter High School ELL Standards (Based off Boulder Colorado ELL Standards)

<table>
<thead>
<tr>
<th>ESL2.R4</th>
<th>ESL2.W1</th>
<th>ESL2.W3</th>
<th>ESL2.W4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand text for literal and implied meaning (main idea and author's message)</td>
<td>Use of correct verb tenses</td>
<td>Combines a variety (simple, compound, complex) of related sentence to make paragraphs with minimal supports (sentence starters)</td>
<td>Use comprehensible language to convey information or relate understanding of a text.</td>
</tr>
<tr>
<td>A. Identification of literal or implied meaning</td>
<td>A. Past</td>
<td><strong>A.</strong> POINT: In my point of view, resilience is...</td>
<td><strong>A.</strong> PEAR Paragraph Sentence Frames</td>
</tr>
<tr>
<td>B. Identification of evidence</td>
<td><strong>B.</strong> EVIDENCE: One example that supports this idea is... / In addition, ...</td>
<td><strong>B.</strong> ANALYSIS: This example demonstrates that...</td>
<td></td>
</tr>
<tr>
<td>C. Evidence re-phrased in own words with supports</td>
<td><strong>B.</strong> REASONING: In conclusion, I want others to understand that resilience is...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Explanation of evidence with supports</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Paragraph Sentence Frames

<table>
<thead>
<tr>
<th>Summary Paragraph Sentence Frames</th>
<th>Analytical (PEAR) Paragraph Sentence Frames</th>
</tr>
</thead>
<tbody>
<tr>
<td>● [Survivor’s name]'s personal experiences demonstrate that resilience is...</td>
<td>● <strong>A.</strong> POINT: In my point of view, resilience is...</td>
</tr>
<tr>
<td>● One detail that supports this idea includes...</td>
<td>● <strong>B.</strong> EVIDENCE: One example that supports this idea is... / In addition, ...</td>
</tr>
<tr>
<td>● In addition, this survivor shows...</td>
<td>● <strong>B.</strong> ANALYSIS: This example demonstrates that...</td>
</tr>
<tr>
<td>● Another significant detail is...</td>
<td>● <strong>B.</strong> REASONING: In conclusion, I want others to understand that resilience is...</td>
</tr>
<tr>
<td>● These details show that the survivor wants the audience to understand...</td>
<td></td>
</tr>
<tr>
<td>Monday/ Day 1</td>
<td>Tuesday/ Day 2</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td><strong>Essential Question</strong>&lt;br&gt;How can I overcome difficult situations in my life?</td>
<td><strong>Essential Question</strong>&lt;br&gt;How do the Rwandan people show resilience?</td>
</tr>
<tr>
<td><strong>Assessments</strong>&lt;br&gt;Exploration Notecatcher</td>
<td><strong>Assessments</strong>&lt;br&gt;Gist Notecatcher</td>
</tr>
<tr>
<td><strong>Monday/ Day 5</strong></td>
<td><strong>Tuesday/ Day 6</strong></td>
</tr>
<tr>
<td><strong>Essential Question</strong>&lt;br&gt;How do the Rwandan people show resilience?</td>
<td><strong>Lesson Objective</strong>&lt;br&gt;I can identify what resilience is (main idea) from the author’s perspective in a summary paragraph.</td>
</tr>
<tr>
<td><strong>Assessments</strong>&lt;br&gt;Exploration Notecatcher</td>
<td><strong>Assessments</strong>&lt;br&gt;Past Tense Review</td>
</tr>
</tbody>
</table>

**Commented [2]:** Can be an instance vs. pattern in a life 20 years after the genocide, more sustainable evidence for resilience physical vs. mental resilience

**Commented [3]:** Connect to imagery and theme/background information for Red Midnight
<table>
<thead>
<tr>
<th>Essential Question</th>
<th>How can I overcome difficult situations in my life?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objective</strong></td>
<td>(W3) I can define what resilience is in my life through an analytical (PEAR) paragraph.</td>
</tr>
<tr>
<td>- Point that defines what resilience is</td>
<td>- Evidence (2) that is relevant to the definition</td>
</tr>
<tr>
<td>- Evidence (2) that is relevant to the definition</td>
<td>- Analysis (2) zooms in on the key details that exemplify the definition</td>
</tr>
<tr>
<td>- Analysis (2) zooms in on the key details that exemplify the definition</td>
<td>- Reasoning that zooms out to connect key details to the definition</td>
</tr>
</tbody>
</table>

**Assessments**
- Pre-Assessment Paragraph: What is Resilience?

**Resources/Texts**
- Pre-Assessment Presentation
- Pre-Assessment Paragraph

**Vocabulary**
- resilience, overcome, genocide, Tutsi, Hutu, perpetrator, survivor (survive), forgiveness (forgive), orphanage (orphan), Gaçaça court
- paragraph, point, evidence, analysis, reasoning, analytical, summary

**Do Now (5 min)**
- **Teacher Will...**
  - T - Show students pictures that represent resilience. Give sentence stem: Resilience is...
- **Students Will...**
  - S - Look at pictures and try to define what the word resilience means in their own words.

**Direct Instruction (15 min)**
- **Teacher Will...**
  - T - Explain to students that for the next two weeks, we will be exploring what it means to be resilient and how we can be this in our own lives. Explain that students will write about what they think resilience is before we begin exploring.
  - Ask students to think of three examples of resilience in a Bubble Map (Thinking Map). Provide adult exemplar.
  - Introduce PEAR paragraph format to students using sentence starters. Model how to complete the sentence starters using the Bubble Map.
- **Students Will...**
  - S - Brainstorm examples of resilience in a bubble map. Copy notes about PEAR paragraphs into notebook.
<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Will...</th>
<th>Students Will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Time</td>
<td>T - Monitor the room and assist students in using their resources (Bubble Map, dictionary, sentence stems).</td>
<td>S - Write PEAR paragraph using the sentence starters.</td>
</tr>
<tr>
<td>Catch (X)</td>
<td>Teacher Will... Since this is a pre-assessment, teacher will not do whole class catch. Minimal redirections will take place. Teacher will assist students in understanding the directions.</td>
<td>Students Will... N/A</td>
</tr>
<tr>
<td>Exit Ticket</td>
<td>Teacher Will... T - Remind students of exit ticket procedure.</td>
<td>Students Will... S - Turn in completed PEAR paragraph.</td>
</tr>
</tbody>
</table>

**Preconceptions/ Misconceptions**

- Think a paragraph is a particular number of sentences, not necessary with a specific purpose
- Not have a developed definition about what resilience is nor evidence to support their ideas
- Think resilience is an event, not a pattern of life
- Not believe resilience is a physical and mental stamina

**Day 2**

**Time:** 50 min

**ESL 2 English Block**

**ESL 2 Unit 3**

**Workshop - Guided Practice - 5 E’s - Seminar - Close Reading - Writing Workshop - Assessment**

**Essential Question**

How do the Rwandan people show resilience?

**Learning Objective**

(SL4) I can identify the main idea of a presentation about the Rwandan genocide.

**Assessments**

Exploration Notecatcher

**Resources/Texts**

Rwanda History Presentation
DOTS Sheet
Interview with Frederick

**Vocabulary**

- resilience, overcome, genocide, Tutsi, Hutu, perpetrator, survivor (survive), forgiveness (forgive), orphanage (orphan), Gaçaça court
<table>
<thead>
<tr>
<th>Do Now: (5 min)</th>
<th>Teacher Will...</th>
<th>Students Will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>T - Read directions aloud to students. Model how to write in the DOTS Sheet. Show images to spark writing.</td>
<td>S - Describe the word genocide. Put descriptions in the box that begins with its first letter. Ex. death - D</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direct Instruction (10 min)</th>
<th>Teacher Will...</th>
<th>Students Will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>T - Facilitate word sharing and model how to add words to DOTS sheet after listening to other students. T - Explain that to fully understand a historical event and its consequences, we need to have an understanding of the events leading up to it and learn a bit more about its culture. Today there will be a presentation about Rwanda and the genocide. Introduce new vocabulary to students.</td>
<td>S - Share the words that they know about genocide. Add words to sheet. Define new vocabulary. S - Copy new vocabulary on the sides of the paper.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guided Practice (10 min)</th>
<th>Teacher Will...</th>
<th>Students Will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>T - Model how to listen to a presentation and make connections to vocabulary and the topic. Model how to take notes on DOTS sheet.</td>
<td>S - Work as a class to identify important words for the first 2 slides as a class.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Practice (20 min)</th>
<th>Teacher Will...</th>
<th>Students Will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>T - Use pictures to narrate the genocide and define vocabulary words. T - Facilitate word sharing and help students make connections between the vocabulary and concepts.</td>
<td>S - Define vocabulary words. Add words that describe the genocide into the DOTS sheet. Share words with class after presentation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exit Ticket (5 min)</th>
<th>Teacher Will...</th>
<th>Students Will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>T - Read directions aloud and instruct students to write their sentences on the back of their DOTS sheet. Monitor the room.</td>
<td>S - Describe the Rwandan genocide in 1-2 sentences using the new vocabulary words.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preconceptions/ Misconceptions</th>
<th>Students might...</th>
</tr>
</thead>
<tbody>
<tr>
<td>ihrem</td>
<td>Think genocide is the same as war</td>
</tr>
<tr>
<td></td>
<td>Not realize that genocide has long last impacts, not just immediate</td>
</tr>
</tbody>
</table>

Day 3  
Time: 80 min  
ESL 2 English  
ESL 2 Unit 3  
Workshop - Guided Practice - 5 E's - Seminar - Close Reading - Writing Workshop - Assessment
### Essential Question
How do the Rwandan people show resilience?

### Learning Objective
(R4) I can explain what resilience is (main idea) from the author’s perspective in a summary paragraph.
- Code the text using annotation strategy
- Make a conclusion about the main idea
- Support main idea with relevant, explicit details in your own words
- Summary is objective (no opinions)

### Assessments
5 Wh- Notecatcher

### Resources/Texts
- Personal Narrative Text
- 5 Wh- Notecatcher

### Vocabulary
- resilience, overcome, genocide, Tutsi, Hutu, perpetrator, survivor (survive), forgiveness (forgive), orphanage (orphan), Gaçaça court
- paragraph, point, evidence, analysis, reasoning, analytical, summary

### Do Now: (10 min)
Teacher Will...
- Read directions aloud to students. Remind student that a gist explains the who? and what happened?
- May need to provide read aloud and have students practice the annotation strategies.

Students Will...
- Read text about Frederick (saw video about him yesterday). Underline key words and details. Summarize in one sentence what the text was about.

### Direct Instruction (10 min)
Teacher Will...
- Connect the passage to information presented to yesterday. Explain that many Rwandans had to face difficulties due to the consequences of the genocide. Ask students what difficulties Frederick may have had.
- Introduce the focus question: How do the Rwandans demonstrate resilience? Model how to use the 5 Wh- strategy from the Do Now text.

Students Will...
- Identify difficulties for Frederick.
- Copy the adult exemplar and make necessary annotations to it.

### Guided Reading (45 min)
Teacher Will...
- Give expectations for work time. Students will need to read 3 articles and complete the notecatchers.
- Assist students with reading and notecatcher. Pull small groups for group read aloud if necessary.

Students Will...
- Read and annotate the text using the notecatcher.
### Catches (5 min)

**Teacher Will…**
- Every 10-15 min stop students to write in their notecatcher. Compare and contrast student understanding through discussion with Show Call and Stamp the Error protocols.

**Students Will…**
- Pause from reading and answer the 5 Wh- questions that they can. Participate in Show Call and Stamp the Error. Correct notecatcher if necessary.

### Exit Ticket (5 min)

**Teacher Will…**
- Remind students about the essential question. Indicate where on the notecatcher they need to complete the sentence stem.

**Students Will…**
- Answer the essential question about each survivor.

### Preconceptions/ Misconceptions

**Students might…**
- Use events only for the Why? and So What?
- Use only direct quotes to fill out the notecatcher

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### Day 4

<table>
<thead>
<tr>
<th>Time</th>
<th>ESL 2 English</th>
<th>ESL 2 Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Workshop</td>
<td>Guided Practice</td>
</tr>
<tr>
<td></td>
<td>- 5 E’s</td>
<td>- Seminar</td>
</tr>
<tr>
<td></td>
<td>- Close Reading</td>
<td>- Writing Workshop</td>
</tr>
<tr>
<td></td>
<td>- Assessment</td>
<td></td>
</tr>
</tbody>
</table>

### Essential Question

How do the Rwandan people show resilience?

### Learning Objective

(R4) I can explain what resilience is (main idea) from the author’s perspective in a summary paragraph.

- Code the text using annotation strategy
- Make a conclusion about the main idea
- Support main idea with relevant, explicit details in your own words
- Summary is objective (no opinions)

### Assessments

Gist Notecatcher

### Resources/Texts

- Personal Narrative Text
- 5 Wh- Notecatcher

### Vocabulary

- resilience, overcome, genocide, Tutsi, Hutu, perpetrator, survivor (survive), forgiveness (forgive), orphanage (orphan), Gaçaça court
- paragraph, point, evidence, analysis, reasoning, analytical, summary
### Do Now: (5 min)
**Teacher Will...**
- Read directions aloud to students. Remind students where their answers are located (notecatchers).
- Facilitate a discussion about how resilience is shown.

**Students Will...**
- Put answer to essential question on a sticky note and put it on the discussion board.

### Direct Instruction (5 min)
**Teacher Will...**
- Review the parts and how to use the 5 Wh- strategy.
- Explain that students have one more class to complete the three texts and one notecatcher will be for a grade.

**Students Will...**
- Read allow with teacher the 5 Wh- strategy. Take out all materials for independent reading time (notecatcher, text, pencil).

### Independent Reading (30 min)
**Teacher Will...**
- Give expectations for work time. Students will need to read 3 articles and complete the notecatchers. Monitor the room and give feedback.

**Students Will...**
- Read and annotate the text using the notecatcher.

### Catch (5 min)
**Teacher Will...**
- Every 10-15 min stop students to write in their notecatcher. Compare and contrast student understanding through discussion with Show Call and Stamp the Error protocols.

**Students Will...**
- Pause from reading and answer the 5 Wh- questions that they can. Participate in Show Call and Stamp the Error. Correct notecatcher if necessary.

### Exit Ticket (5 min)
**Teacher Will...**
- Remind students about the essential question and to put a star on the notecatcher they would like to be graded. Indicate where on the notecatcher they need to complete the sentence stem.

**Students Will...**
- Answer the essential question about each survivor. Put a star by the notecatcher the student would like for a grade.

### Preconceptions/ Misconceptions
- Students might...
  - Use events only for the Why? and So What?
  - Use only direct quotes to fill out the notecatcher

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### Day 5
**Time: 50 min**

<table>
<thead>
<tr>
<th>ESL 2 English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 2 Unit 3</td>
</tr>
<tr>
<td>Workshop - Guided Practice - 5 E's - Seminar - Close Reading - Writing Workshop - Assessment</td>
</tr>
</tbody>
</table>

### Essential Question
- How do the Rwandan people show resilience?
### Learning Objective

(R4) I can explain what resilience is (main idea) from the author’s perspective in a summary paragraph.
- Code the text using annotation strategy
- Make a conclusion about the main idea
- Support main idea with relevant, explicit details in your own words
- Summary is objective (no opinions)

### Assessments

Summary Paragraph

### Resources/Texts

- Personal Narrative Text
- 5 Wh - Notecatcher
- Summary Paragraph

### Vocabulary

resilience, overcome, genocide, Tutsi, Hutu, perpetrator, survivor (survive), forgiveness (forgive), orphanage (orphan), Gaçaça court
- paragraph, point, evidence, analysis, reasoning, analytical, summary

### Do Now: (TIME)

Teacher Will...
- T - Read directions aloud to students. Remind students where their answers are located (notecatchers).

Students Will...
- S - List examples of resilience from the text last week.

### Direct Instruction (TIME)

Teacher Will...
- T - Explain to students one way to demonstrate understanding of a text is to summarize it. Introduce a summary paragraph and its components. Read the summary paragraph aloud.

Students Will...
- S - Write the components in notebook.
- Read along with the teacher the summary paragraph.

### Independent Practice (TIME)

Teacher Will...
- T - Monitor the classroom and provide students feedback. Review the paragraph labels together.

Guided Practice

Model how to write a summary paragraph.

Students Will...
- S - Identify the parts of the summary paragraph.
- Write the teacher model on the summary paragraph frame.

Teacher Will...
- T - Provide quick feedback to students as they complete the summary paragraph. Aggressively monitor the room.

Students Will...
- S - Identify another event that exemplifies resilience. Complete the rest of the summary paragraph.

### Exit Ticket (3 min)

Teacher Will...
- T - Indicate that it’s time to wrap up and where to turn in work.

Students Will...
- S - Turn in independent work.
### Day 6
**Time:** 50 min

**ESL 2 English**
**ESL 2 Unit 3**

Workshop - Guided Practice - 5 E's - Seminar - Close Reading - Writing Workshop - Assessment

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**Essential Question**
How do the Rwandan people show resilience?

**Learning Objective**
(R4) I can explain what resilience is (main idea) from the author's perspective in a summary paragraph.

- Code the text using annotation strategy
- Make a conclusion about the main idea
- Support main idea with relevant, explicit details in your own words
- Summary is objective (no opinions)

**Assessments**
Summary Paragraph

**Resources/Texts**
Summary Paragraph Ordering Activity
Personal Narrative Text
5 Wh- Notecatcher
Summary Paragraph

**Vocabulary**
resilience, overcome, genocide, Tutsi, Hutu, perpetrator, survivor (survive), forgiveness (forgive), orphanage (orphan), Gaçaça court

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**Do Now:** (TIME)

**Teacher Will...**
T - Read directions aloud to students. Remind students where the models are located (notebook).

**Students Will...**
S - Read and evaluate the model summary paragraph. Answer the question: Why is the paragraph an excellent example?

---

**Direct Instruction:** (TIME)

**Teacher Will...**
T - Discuss why this model is an excellent example. Share the rubric for a summary paragraph.

**Students Will...**
S - Share ideas about the Do Now in the discussion.
<table>
<thead>
<tr>
<th><strong>Work Time (TIME)</strong></th>
<th><strong>Teacher Will...</strong></th>
<th><strong>Students Will...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T - Monitor student work and give students feedback. Look for misconceptions and gaps.</td>
<td>S - Write summary paragraph about choice text.</td>
</tr>
<tr>
<td><strong>Catch (TIME)</strong></td>
<td><strong>Teacher Will...</strong></td>
<td><strong>Students Will...</strong></td>
</tr>
<tr>
<td></td>
<td>T - Every 10-15 min stop students. Compare and contrast student understanding through discussion with Show Call and Stamp the Error protocols.</td>
<td>S - Pause from reading and answer the 5 Wh- questions that they can. Participate in Show Call and Stamp the Error. Correct notecatcher if necessary.</td>
</tr>
<tr>
<td><strong>Exit Ticket (TIME)</strong></td>
<td><strong>Teacher Will...</strong></td>
<td><strong>Students Will...</strong></td>
</tr>
<tr>
<td></td>
<td>T - Give rubrics to the students and indicate where to turn in work.</td>
<td>S - Assess their own writing using the rubric.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Preconceptions/ Misconceptions</strong></th>
<th><strong>Students might...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Not identify logical examples of resilience</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Day 7</strong></th>
<th><strong>Time: 80 min</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESL 2 English</strong></td>
<td></td>
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<tr>
<td>Workshop - Guided Practice - 5 E’s - Seminar - Close Reading - Writing Workshop - Assessment</td>
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<tr>
<th><strong>Essential Question</strong></th>
<th>How can I overcome difficult situations in my life?</th>
</tr>
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<table>
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<tr>
<th><strong>Learning Objective</strong></th>
<th>(W3) I can define what resilience is in my life through a reader response (PEAR) paragraph.</th>
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<tr>
<td>❏ Point that defines what resilience is</td>
<td>❏ Evidence that is relevant to the definition</td>
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<tr>
<td>❏ Analysis zooms in on the key details that exemplify the definition</td>
<td>❏ Reasoning that zooms out to connect key details to the definition</td>
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<table>
<thead>
<tr>
<th><strong>Assessments</strong></th>
<th>Paragraph Outline Tree Map</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Resources/Texts</strong></th>
<th>Paragraph Outline Tree Map</th>
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<table>
<thead>
<tr>
<th><strong>Vocabulary</strong></th>
<th>resilience, overcome, genocide, Tutsi, Hutu, perpetrator, survivor (survive), forgiveness (forgive), orphanage (orphan), Gasaça court</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>paragraph, point, evidence, analysis, reasoning, analytical, summary</td>
</tr>
<tr>
<td>Do Now: (TIME)</td>
<td>Teacher Will...</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td>T - Read directions aloud and remind students redefine resilience using what they learned this past week.</td>
<td>S - Define resilience in your own words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direct Instruction (TIME)</th>
<th>Teacher Will...</th>
<th>Students Will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>T - Explain that students will write a paragraph representing what they know believe. Review the parts of the PEAR paragraph. Model how to use a Tree Map to organize evidence and analysis.</td>
<td>S - Set up Tree Map in notebook.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Time (TIME)</th>
<th>Teacher Will...</th>
<th>Students Will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>T - Provide quick feedback to students. Aggressively monitor the room and look for misconceptions.</td>
<td>S - Identify three examples of resilience. Pick the best two. Explain how the examples show resilience (analysis).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catch (TIME)</th>
<th>Teacher Will...</th>
<th>Students Will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>T - Every 10-15 min stop students. Compare and contrast student understanding through discussion with Show Call and Stamp the Error protocols.</td>
<td>S - Pause from reading and answer the 5 Wh- questions that they can. Participate in Show Call and Stamp the Error. Correct notecatcher if necessary.</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Exit Ticket (TIME)</th>
<th>Teacher Will...</th>
<th>Students Will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>T - Give rubrics to the students and indicate where to turn in work.</td>
<td>S - Assess their own writing using the rubric.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preconceptions/ Misconceptions</th>
<th>Students might...</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Not have a developed definition about what resilience is nor evidence to support their ideas</td>
<td></td>
</tr>
<tr>
<td>● Think examples without explanation are adequate support</td>
<td></td>
</tr>
</tbody>
</table>

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**Day 8**

**Time: 50 min**

**ESL 2 English**

**ESL 2 Unit 3**

**Workshop - Guided Practice - 5 E’s - Seminar - Close Reading - Writing Workshop**

**Essential Question**

How can I overcome difficult situations in my life?

**Learning Objective**

(W3) I can define what resilience is in my life through a reader response (PEAR) paragraph.

- Point that defines what resilience is
- Evidence that is relevant to the definition
- Analysis zooms in on the key details that exemplify the definition
- Reasoning that zooms out to connect key details to the definition
<table>
<thead>
<tr>
<th>Assessments</th>
<th>Post-Assessment Paragraph: Resilience Theme Paragraph DRAFT ***Revise in Literacy Block in small groups next week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources/Texts</td>
<td>Post-Assessment Paragraph</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>resilience, overcome, genocide, Tutsi, Hutu, perpetrator, survivor (survive), forgiveness (forget), orphanage (orphan), Gaçaça court paragraph, point, evidence, analysis, reasoning, analytical, summary</td>
</tr>
<tr>
<td>Do Now: (TIME)</td>
<td>Teacher Will... T - Read directions aloud to students. Remind students where the models are located (notebook). Students Will... S - Read and evaluate the model PEAR paragraph. Answer the question: Why is the paragraph an excellent example?</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>Teacher Will... T - Discuss why this model is an excellent example. Share the rubric for a summary paragraph. Students Will... S - Share ideas about the Do Now in the discussion.</td>
</tr>
<tr>
<td>(TIME)</td>
<td>Work Time (TIME) Teacher Will... T - Monitor student work and give students feedback. Look for misconceptions and gaps. Students Will... S - Write PEAR paragraph using Tree Map.</td>
</tr>
<tr>
<td>Catch (TIME)</td>
<td>Teacher Will... Since this is a post-assessment, teacher will not do whole class catch. Minimal redirections will take place. Teacher will assist students in understanding the directions. Students Will... N/A</td>
</tr>
<tr>
<td>Exit Ticket (TIME)</td>
<td>Teacher Will... T - Give rubrics to the students and indicate where to turn in work. Students Will... S - Assess their own writing using the rubric.</td>
</tr>
<tr>
<td>Preconceptions/</td>
<td>Students might... - Not have a developed definition about what resilience is nor evidence to support their ideas</td>
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<tr>
<td>Misconceptions</td>
<td>- Think examples without explanation are adequate support</td>
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