

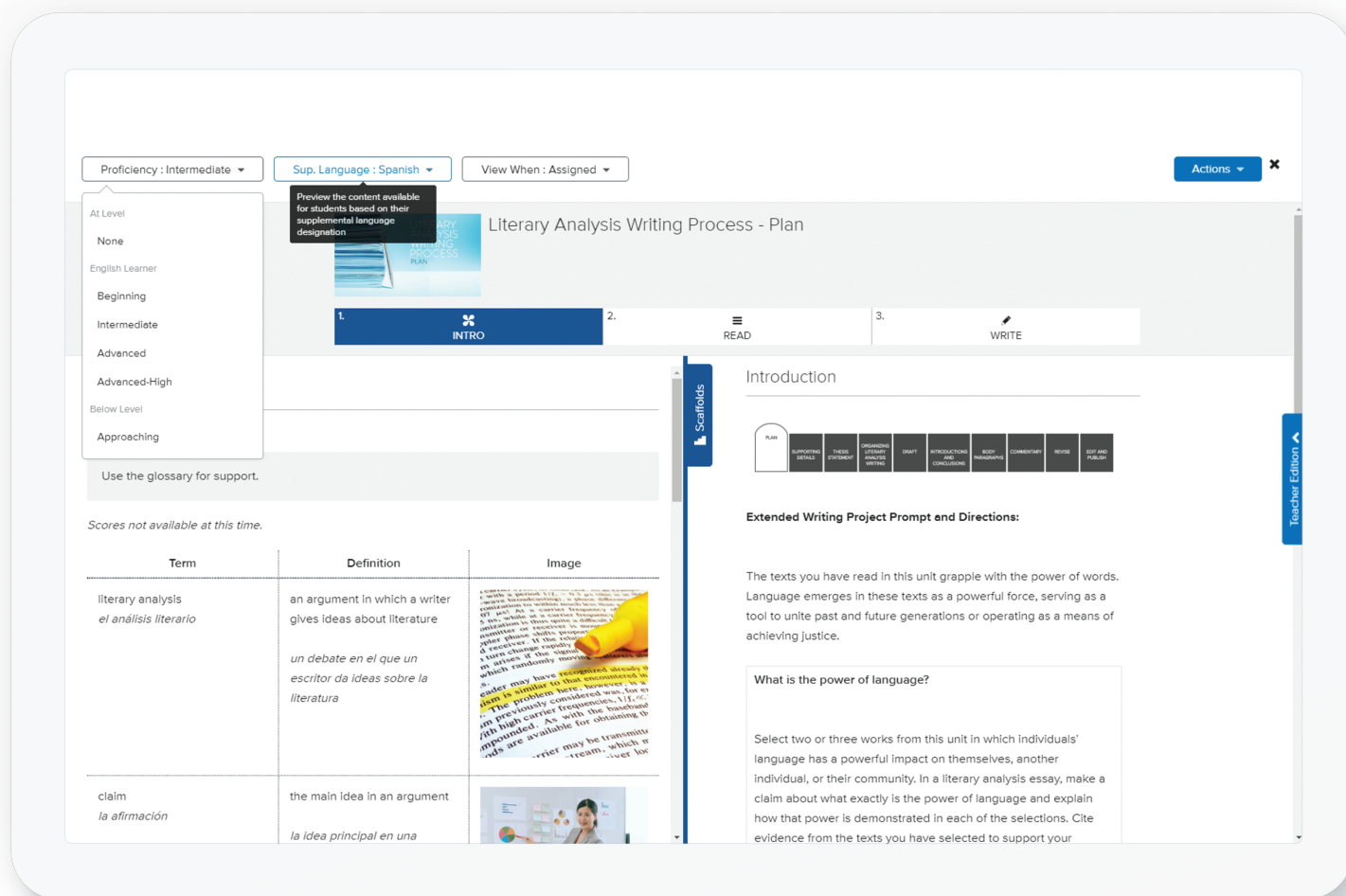


CHOOSE THE STRONGEST ELL SUPPORT IN TEXAS



INTEGRATED SCAFFOLDS FOR ENGLISH LANGUAGE LEARNERS

Each lesson in Texas StudySync's ELAR units include scaffolded support for four levels of English Language Learners. These targeted scaffolds automatically appear with every digital assignment and feature supports that are specifically tailored to each activity or desired outcome in the lesson.



Proficiency : Intermediate ▾ Sup. Language : Spanish ▾ View When : Assigned ▾ Actions ▾

At Level
None
English Learner
Beginning
Intermediate
Advanced
Advanced-High
Below Level
Approaching

Preview the content available for students based on their supplemental language designation

Literary Analysis Writing Process - Plan

1. INTRO 2. READ 3. WRITE

Introduction



PLAN SUPPORTING DETAILS THESE SYSTEMS PROPOSING LITERARY ANALYSIS WRITING DRAFT INTRODUCTIONS AND CONCLUSIONS BODY REWRITING COMMENTARY REVISE EDIT AND PUBLISH

Extended Writing Project Prompt and Directions:

The texts you have read in this unit grapple with the power of words. Language emerges in these texts as a powerful force, serving as a tool to unite past and future generations or operating as a means of achieving justice.

What is the power of language?

Select two or three works from this unit in which individuals' language has a powerful impact on themselves, another individual, or their community. In a literary analysis essay, make a claim about what exactly is the power of language and explain how that power is demonstrated in each of the selections. Cite evidence from the texts you have selected to support your

Term	Definition	Image
literary analysis <i>el análisis literario</i>	an argument in which a writer gives ideas about literature <i>un debate en el que un escritor da ideas sobre la literatura</i>	
claim <i>la afirmación</i>	the main idea in an argument <i>la idea principal en una</i>	



Scores not available at this time.

Scaffolds

Teacher Edition

As students increase their English proficiency, scaffolds decrease, providing students at each level an appropriate amount of support. Because scaffolds automatically appear for students based on their set proficiency level, changing a student's level of English language proficiency also automatically changes the level of support they receive. And since students see their scaffolds automatically on their screens, teachers can make sure students get the support they need without calling attention to their ELL students or using valuable planning or instructional time identifying scaffolds and distributing them to students.

Automatic scaffolds appear for students at the press of a button.

Term	Definition	Image
anxious <i>ansioso/a</i>	wanting something, but with a feeling of not being sure <i>querer algo, pero con el sentimiento de no estar seguro/a</i>	
automatically <i>automáticamente</i> COGNATE	happening without thought or action <i>que sucede sin pensamiento ni acción</i>	

Visual Glossary and Spanish Cognates

Visual glossaries allow ELL students to access a text along with their proficient peers.

Directions:
Use the speaking frames as you discuss the text.

1. Madame Loisel dreams about .
2. Madame Loisel prepares for the ball by .
3. The Loiseles' lives changed after they lose the necklace because .

Scaffolds

Speaking and Sentence Frames

Speaking and sentence frames help ELL students with class discussion.

AUDIO ANNOTATION NUMBERS

Read

The girl was one of those pretty and charming young creatures **who sometimes are born**, as if by a slip of fate, into a family of clerks. She had no dowry, no expectations, no way of being known, understood, loved, married by any rich man and distinguished man; so she let herself be married to a little clerk of the Ministry of Public Instruction.

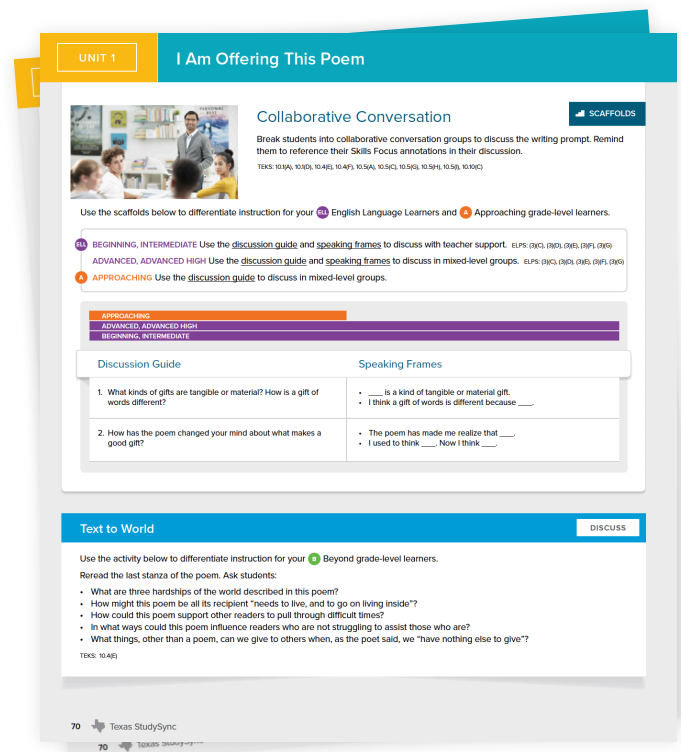
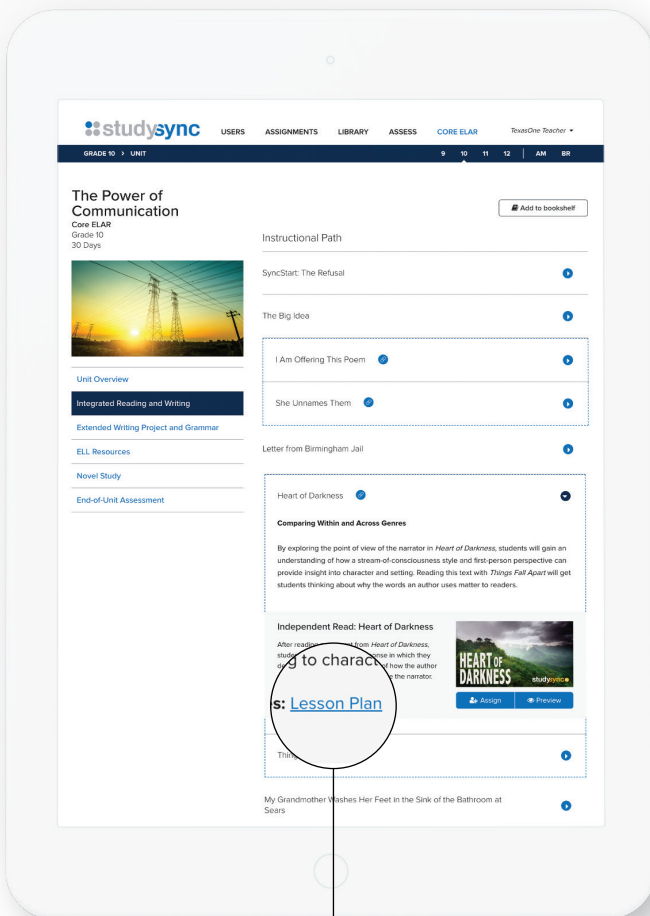
00:03 / 20:39 Highlight Slow

Audio with Variable Speed and Text Highlight

Once selected, text phrases highlight while the audio plays. Students and teachers can reduce the rate a text is read by up to 25% with no loss of resolution.

UNSURPASSED DIFFERENTIATION SUPPORT

In addition to the student scaffolds, every lesson includes Differentiation suggestions for the teacher - online and in print - outlining specific strategies and scaffolds to support every student. Print and digital teacher resources contain clear guidance for differentiating lessons for English Language Learners.



Access differentiation via
Lesson Plans. Log in at
my.mheducation.com.

Username: **txsync20**
Password: **txss20**

Lesson Plan with Differentiation

1. Introduction

Instruction
<p>Introduce the Text As a class, watch the video preview and have students read the introduction in pairs to make connections to the video preview.</p> <p>To activate prior knowledge and experiences, ask students:</p> <ul style="list-style-type: none"> How does the information in this video connect to what you already know? When have you made assumptions about foreign people, places, or things that turned out to be incorrect? <p>TEKS: 10.1(A), 10.4(C), 10.4(E)</p>
<p>OPTIONAL Developing Background Knowledge and Social Emotional Learning</p> <ol style="list-style-type: none"> Share the following apt quotation from Chimamanda Adichie: "Show a people as one thing, only one thing, over and over again, and that is what they become." Have students work in pairs to paraphrase the quote and make connections to personal experiences, issues from history, or current events. Ask volunteers to share, and use these responses as a springboard for whole class discussion. <p>Discuss with students: Think of a time when you were presented in a way that did not connect with how you saw yourself. How did you react? Looking back, would you change anything about how you reacted?</p> <p>TEKS: 10.5(A)</p>

Scaffolding & Differentiation

ELLs All Levels

Introduce the Text

Pair with on-grade-level peers to read and discuss the introduction. Available scaffold:

- speaking frames

ELPS: (1)(F), (2)(E), (2)(F), (3)(F), (3)(J), (4)(D), (4)(F)

Give students time to free-write and build on classmates' ideas in their writer's notebooks in response to the following question: "Should people feel personally insulted by outdated, prejudicial content when reading old books, or should they take into account the time period and historical context in which the book was written?"

Each student will be given two minutes to respond in their own notebook. At the end of two minutes, they will pass their notebooks to the student on their left. Students will be given time to read what was written and one minute to add more information. Switch one more time.

TEKS: 10.5(E)

Introduction:
Scaffolding & Differentiation

2. Read

Instruction
<p>Read and Annotate As students read the rest of the novella excerpt, remind them to use the annotation tool to</p> <ul style="list-style-type: none"> monitor comprehension by paying special attention to parts of the text that they do understand or do not understand. Have students reread sections of text until the meaning is clear. highlight words, including imagery or sensory details, where the meaning is nuanced, or may be subtly different from what it first seems. Have students analyze the context to draw conclusions about the meaning. highlight any other unfamiliar vocabulary and note definitions and pronunciations. <p>Check for Success - Reading Comprehension Ask small groups to provide examples of monitoring comprehension and rereading for clarity. Project exemplar monitoring as a model for students as they continue reading.</p> <p>If students struggle to monitor comprehension, show and discuss the following examples:</p> <ul style="list-style-type: none"> <i>I'm not sure what the author means by "a blow to the very heart." Rereading the text up until that quote, I now understand that he's talking about a boat running aground. Having that happen is shameful to a captain.</i> <i>I'm not sure why the author compares his ship to a beetle. By rereading, I get a better sense that he feels his boat is small, inconsequential, and powerless within the vast unknown of the Congo.</i> <p>Check for Success - Vocabulary Ask students to locate the boldfaced word <i>profound</i> in the first paragraph. If students struggle to figure out the word's meaning, show and discuss the following routine:</p> <p>Look at the last half of paragraph 1. Ask yourself:</p> <ul style="list-style-type: none"> Is the word a noun, a verb, an adjective, or an adverb? Look at the word's context. What is profound? Who experiences this profound feeling? What are they doing? How does the word relate to how the narrator describes the setting? <p>Finally, have students use a print or digital resource to look up <i>profound</i> to help determine the precise meaning and usage, as needed.</p> <p>TEKS: 10.3, 10.4(I)</p>
<p>Writer's Notebook Connect to Literary Focus: Give students time to reflect on how <i>Heart of Darkness</i> demonstrates the conventions and characteristics of one of this unit's literary focuses, Modernism, by freewriting in their Writer's Notebooks.</p> <p>Check for Success If students need more background to access the prompt, remind them:</p> <ul style="list-style-type: none"> Modernist literature is a departure from "realism." In it there is no single, universal truth. As a style, it seeks to demonstrate that reality is subjective, unique to the inner workings of the individual mind. Modernist texts like <i>Heart of Darkness</i> often experiment with the traditional role/mode of a narrator. <p>If students are still struggling to respond to the prompt, ask them scaffolded questions, such as:</p> <ul style="list-style-type: none"> What characteristics of Conrad's narrator make him modernist? How did the unusual narrative style affect you as you were reading? <p>TEKS: 10.5(E), 10.6(A)</p>

Scaffolding & Differentiation

Beginning & Intermediate ELLs Read

Have students read the ELL text synopsis instead of the text. Encourage students to use a dictionary or thesaurus as they read. Available scaffolds:

- visual glossary
- ELL text synopsis

ELPS: (1)(F), (4)(E), (4)(F)

Prepare for Advanced Courses Analyze for Enrichment

In *Heart of Darkness*, author Joseph Conrad employs the stream of consciousness narrative style, which originated during Modernism and imitates the oftentimes disorderly thought process of the human mind.

Direct students to reread the last paragraph of the text and select quotes that exemplify the stream of consciousness narrative style.

Ask students:

- How do your selected quotes exemplify the stream of consciousness narrative style? How does the syntax help to develop the stream of consciousness narrative voice?
- Why might Conrad have employed the stream of consciousness narrative style in this text? How does this style characterize the narrator, Marlow? How does it help to develop the text's central message?

TEKS: 10.8(D), 10.8(F)

freewriting.

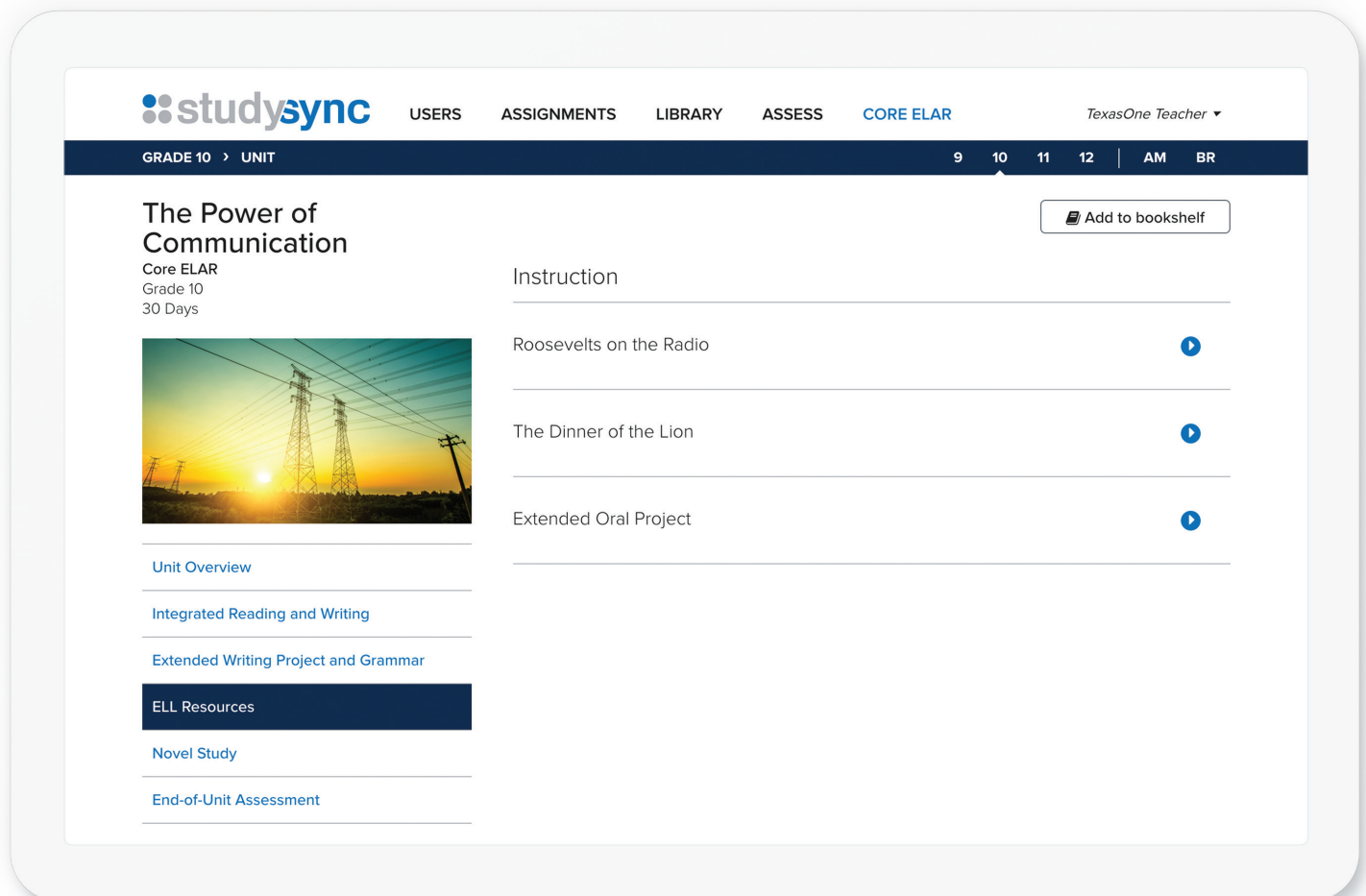
ELPS: (5)(G)

Read:
Scaffolding & Differentiation

ONLY WITH TEXAS STUDYSYNC – TARGETED ELL SUPPORT

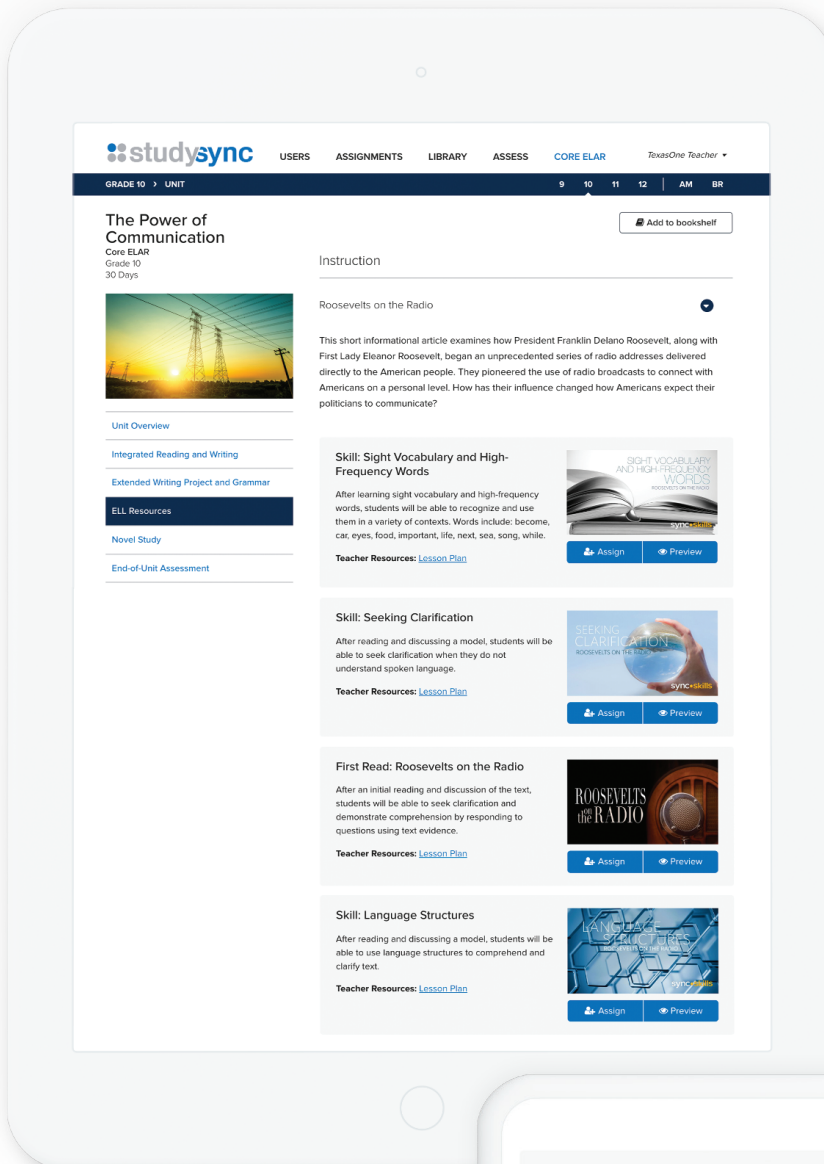
Each unit in Texas StudySync contains resources for English Language Learners that can be used in conjunction with the regular ELAR program, or in place of, to support all ELLs.

The English Language Learners Resources offer 20 lessons in each unit in addition to and supportive of the regular ELAR curriculum. Each unit consists of two created texts written for ELL students at four proficiency levels—Beginning, Intermediate, Advanced, and Advanced High. The unit builds towards a culminating writing and speaking performance task for the Extended Oral Project.



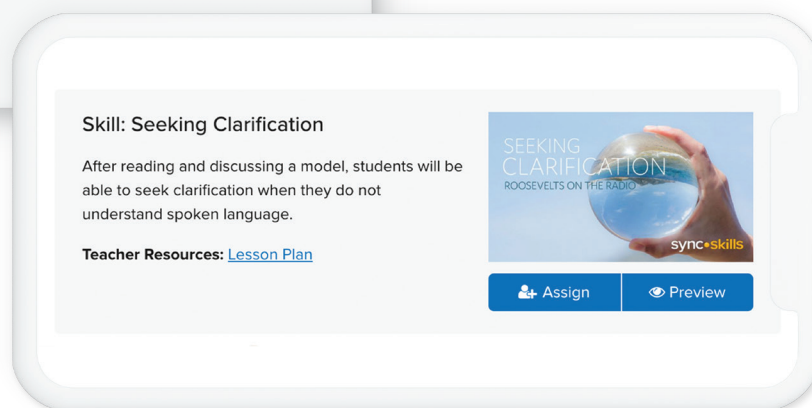
The screenshot displays the Texas StudySync interface for the 'The Power of Communication' unit. The top navigation bar includes the StudySync logo, user roles (USERS, ASSIGNMENTS, LIBRARY, ASSESS), and the 'CORE ELAR' section. The unit page is titled 'The Power of Communication' and is categorized as 'Core ELAR', 'Grade 10', and '30 Days'. A sidebar on the left provides navigation links: 'Unit Overview', 'Integrated Reading and Writing', 'Extended Writing Project and Grammar', 'ELL Resources' (highlighted), 'Novel Study', and 'End-of-Unit Assessment'. The main content area features a video player for 'Roosevelts on the Radio' and a list of resources: 'The Dinner of the Lion' and 'Extended Oral Project'. A right sidebar contains an 'Add to bookshelf' button.

ELL Resources: First Read, Close Read, Skill lessons



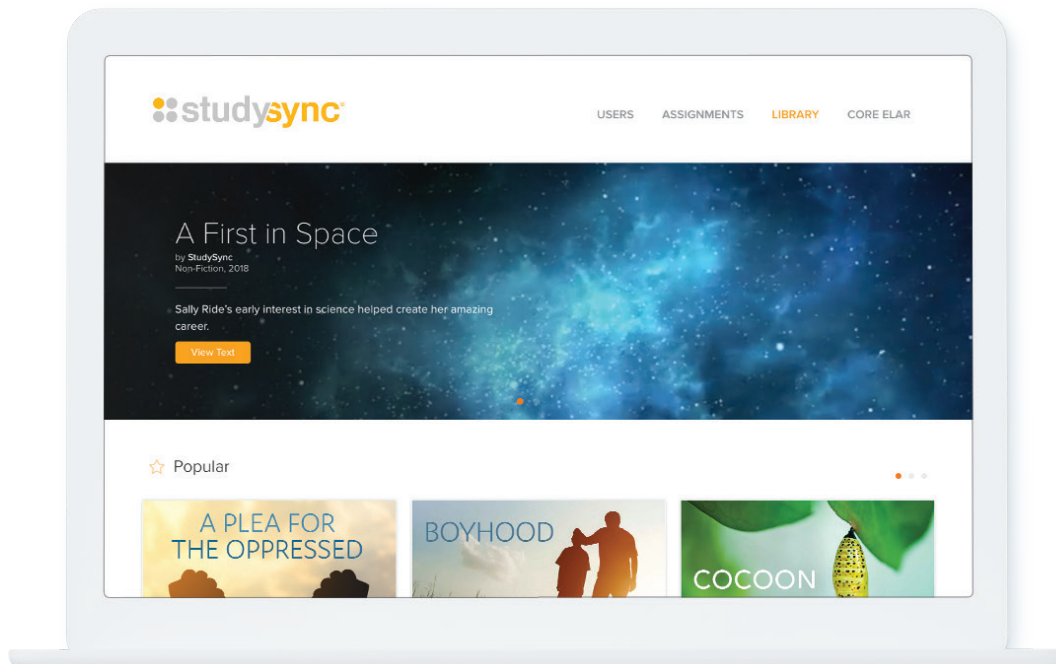
Like their counterparts in the Integrated Reading and Writing section, **ELL Resources** are organized around a First Read, a Close Read, and associated Skill lessons.

ELL skill lessons emphasize explicit vocabulary instruction, language acquisition, spelling and grammar conventions, and reading comprehension.





BRING LITERATURE TO LIFE



GET STARTED. GET ONLINE.

URL: **my.mheducation.com**

Username: **txsync20**

Password: **txss20**