

Running head: ELD Unit

ELD Unit

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RATIONALE

The House on Mango Street, by Sandra Cisneros (1984) is a book composed of vignettes on the Mexican-American culture where various topics arise; like racism, poverty, family, culture, shame among others. Amongst those topics the vignettes also vividly present examples of young adults that did not immigrate to the United States by choice and portrays how they feel discriminated at times. Most interesting, Sandra's short stories express her own life experience and the challenges of migrating to the United States from Mexico when she was a child. Cisneros depicts her instability with schools and friends; trying to find her true identity between both cultures because she was constantly moving between the two countries when she was young. I chose *The House on Mango Street* for this unit because the cultural and ethnic background of the students is similar to the authors. Therefore I felt the students could relate to her vignettes because they all migrated to the United States unwillingly and I feel they will get great pleasure from listening and reading about her vignettes.

In this unit I will also focus on constructivist teaching to provide opportunities for all students to engage in the lessons as well as teaching them new strategies that will facilitate understanding on the given assignments. According to Brooks (1993), "Constructivist teaching, helps learners to internalize and reshape, or transform, new information."(p. 15). Therefore my goal is to motivate my students to create their own vignette and express their personal experiences through their work. For example, students will read an assortment of Ms. Cisneros work and will complete guided questions that will allow students to improve in reading, listening, speaking and writing based on the ELD standards. In addition, providing the students with many reading strategies such as graphic organizers, content maps and Venn diagrams will allow the students to put their thoughts together to facilitate their writing and reading

comprehension. The graphic organizers will help the students organize their thoughts when they read the vignette. The content map will guide the students in finding the key points; this is mainly for my beginner students and the Venn diagram will be used to compare and contrast both the characters experience and their own which will lead to classroom discussion. Apart from being able to write short descriptive essays on the reading that will express how they feel on particular events during their childhood that connect to the vignettes. Moreover, modeling what is expected from them by providing examples of short essay written by the teacher or other students from the past will help the students understand the instructions. In addition, writing the objectives and teachers expectations on the board will provide the students a better understanding on why they are doing these particular assignments in class so they can be meaningful to them. For deeper understanding of what the students are reading I will provide particular open ended questions that will encourage discussion in the target language. The students will be expected to elaborate on their responses. Overall, this unit will allow the student to engage in group discussions, encourage them to speak the target language and share their personal experiences.

ELD Standards

Grade Level: 9th -12th

- 1) **Domain:** Listening and Speaking **Strands:** Strategies and Applications
 - **Language objective: Asks and answers instructional questions; *Beginning* (a)** asks and answer questions using phrases or simple sentences **(b)** respond with simple words or phrases to questions about simple written texts. ***Early Intermediate*** asks and answer questions using phrases or simple sentences.

- **Language objective: Listens and identifies specific information; *Beginning***
demonstrates comprehension of oral presentations and instructions through nonverbal responses. *Early Intermediate* Demonstrate comprehension of oral presentations and instructions with one and two word responses or simple sentences.
- 2) **Domain:** Reading **Strand:** Fluency and Systematic Vocabulary Development
- **Language objective: Decodes for automatic; *Beginning*** read aloud simple words presented in literature and content areas texts; demonstrate comprehension by using 1-2 words or simple sentences response. *Early Intermediate (a)* read simple paragraphs and passages independently. **(b)** read own writing of narrative and expository text aloud with appropriate pacing , intonation, and expression.
- 3) **Strand:** Literary Response and Analysis
- **Language objective: Identifies, compares, and analyzes story elements; *Beginning***
role-play a character from a familiar piece of literature using phrases or simple sentences. *Early Intermediate (a)* read and orally identifies the main events of the plot using simple sentences. **(b)** Briefly describe what a character is like by what he/she does in familiar narration, dialogue, or drama using simple sentences.
- 4) **Strand:** Comprehension
- **Language objective: understands and follows directions; *Beginning*** understand and follow simple multi-step oral directions of classroom or work-related activities. *Early Intermediate* identifies and follows some multi-step directions for simple mechanical devices and basic forms.
- 5) **Domain:** Writing **Strand:** strategies and applications

- **Language objective: produces writing styles: narrative; *Beginning*** write a brief narrative using a few simple sentences that include setting and some details. ***Early***
Intermediate writes a narrative using detailed sentences that include setting and details.