



Advocating for  
Emergent Bilinguals  
through Language  
and Literacy

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INGRID HEIDRICK, Ph.D.

### Unit Analysis Outline

#### Part 1

Use this outline to begin planning vocabulary instruction for your unit.

Length of unit (weeks):	
Central text(s):	
Number of lessons you can devote to schema building and vocabulary (pre-reading activities):	
MAJOR CONCEPTS students need to understand in order to access this text (e.g., adaptation, reproduction, bayou habitat)	
Targeted academic vocabulary from the text:	



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<p>Aim to teach approx. 3-4 important words or word combinations per lesson (remember – these are the words you're going to <i>explicitly</i> teach, but students will be exposed to many more words when they begin talking about the topic using pre-reading activities)</p> <p>Try and teach general academic words with their collocates (<i>words that go together</i>, e.g., <u>emerge</u> from the mud, <u>deposit</u> eggs, <u>attract</u> a mate) as well as content specific words like <i>tadpole, duckweed, crustacean</i></p> <p>Choose words that students will repeatedly encounter in text.</p> <p>Use <a href="http://wordsift.org">wordsift.org</a> to help you decide.</p> <p>For help with collocations go to <a href="#">Oxford Learner's Dictionary/Collocations</a></p>	
<p>What important prefixes, suffixes, or root words can you teach your students, based on the vocabulary in your central text?</p> <p>For example,</p> <p><b>e-merge (e, ex = come out of)</b></p> <p><b>de-part, de-posit (de has different meanings = separate, descent, negation)</b></p> <p><b>un-harmed, un-suspecting (un = not, opposite)</b></p>	



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<p>juicy, sticky, hungry, slowly, suddenly (suffix <b>ly</b> = characteristic of, adjective or adverb).</p>	
<p>What PRE-READING ACTIVITIES are you going to use over the course of your schema-building lessons?</p> <p><a href="#">See Think Wonder</a></p> <p><a href="#">Concept sort w/pictures</a></p> <p><b>Student-created picture glossary</b> (should be used as a reference throughout the unit)</p> <p><b>Student-created word wall</b></p> <p><b>Short videos w/graphic organizer work</b></p> <p><b>Concept map w/pictures</b></p> <p><b>Map work</b> (students post or pin things to a map, e.g., students locate the southern U.S. on the map by pinning pictures of where they think the bayou is. Focus question: WHY are bayous located in the south, and not New York?)</p> <p><b>Word identification scramble:</b> Students work in groups to match vocabulary words to a picture (each group has about 10 words with pictures) – can be timed or not.</p>	



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**Role play:** Students work together to come up with a short skit or scene depicting an event or important aspect of the content.

**Frozen tableau:** Students are given an event or aspect of the content to depict; they come to the classroom and “freeze” into a scene. The class has to discuss what the scene represents and why.

**Field trips**

**Kinesthetic/Tactile objects**



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## Part 2 Reading Comprehension

1. How much time do I have to devote to each central text in my unit? Do I have the option of choosing only one text, or choosing only excerpts of text, to scaffold my text load for emergent bilinguals?

Example:

Lessons 1-3 – oral language and vocabulary development

Lessons 9-11 – writing

5 lessons devoted to Close Reading

2. How many sequences of Read Aloud with Read Retell Respond can I do with my students *per text*?

Example:

- 3-5 for this unit (depending on how fast students work).



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3. Which components of reading comprehension do I want to target in my Read Aloud?

- **Vocabulary & Schema Building**
- **Phonological Awareness**
- **Phonics/Spelling**
- **Word Parts**
- **Syntax**

4. How do I want to group my students? After my students do the Read Retell Respond sequence, what post-reading activity can I give them to deepen comprehension?

Ideas:

- Students provide written answers to the text independently or with sentence starters.
- Students reconstruct important sentences from text in a sentence scramble and copy the sentence down (syntactic awareness and vocabulary)
- Students do phonological, morphological, or spelling awareness activities.



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### Part 3 Writing

#### Writing

1. What is the unit writing assignment? What do my students have to produce by the end of this unit?
2. How am I going to extend my students' content knowledge through writing? Are there certain aspects of the unit that I want to base my writing prompts/activities on to reinforce content knowledge? For example, if my students are still not clear on how the bullfrog adapts to his habitat, I will make sure to focus on this.
3. What foundational skills/activities do I need to include, based on my students' writing levels?
  - Identifying the subject and predicate of sentences?
  - Sentence deconstruction?
  - Sentence expansion?
  - Paragraph summaries?
  - Topic/Concluding sentences?
  - Handwriting/punctuation/capitalization?

See examples of Writing Worksheets here.