

Chicago Latina Trailblazers, CLT

Teaching Elements

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Teaching Elements

9th Grade English Class

Students analyze how authors use language and structure to tell stories.

Key literary devices typically include: figurative language (metaphors, similes, personification), sound devices (alliteration, onomatopoeia), and narrative tools (foreshadowing, symbolism, irony).

These devices are broadly categorized by how they are used:

1. Figurative Language

- **Simile:** A direct comparison of two unlike things using the words "like" or "as".
- **Metaphor:** A direct comparison between two unrelated things without using "like" or "as".
- **Personification:** Giving human traits, emotions, or behaviors to non-human objects, animals, or ideas.
- **Hyperbole:** Extreme, deliberate exaggeration used to make a point or evoke strong emotion.

2. Narrative & Structural Devices

- **Foreshadowing:** Hints or clues dropped by the author that suggest events yet to occur.
- **Symbolism:** Using an object, person, or situation to represent a deeper, abstract idea or concept.
- **Imagery:** Visually descriptive language that appeals to one or more of the five senses to create a mental picture.
- **Irony:** A contrast between expectation and reality. Ninth graders specifically study verbal irony (saying the opposite of what is meant) and situational irony (an event turning out the opposite of what was expected).

3. Sound Devices

- **Alliteration:** The repetition of the same initial consonant sounds in a sequence of nearby words.
- **Onomatopoeia:** Words that imitate or echo the natural sounds associated with the objects or actions they refer to (e.g., buzz, hiss).

4. Elements of Plot & Character

- **Theme:** The central message, moral, or lesson about life that an author conveys through the text.
- **Point of View (POV):** The perspective from which a story is narrated (e.g., first-person, third-person limited, or third-person omniscient).
- **Foil:** A character whose traits directly contrast with those of another character (usually the protagonist) in order to highlight the main character's qualities.

Writing Elements

Tailoring to the Audience

Addressing high school students, small children, college students or academics, or the general public?

Logical Transitions

Transitions connect ideas and help writing flow smoothly. In 9th-grade English, you use them at two distinct levels: within a paragraph and between paragraphs.

Sentence Transitions

Sentence transitions connect one sentence to the next inside the same paragraph. They are usually short words or brief phrases placed at the start of a sentence. They show how the second sentence relates to the first.

Examples:

- **To add information:** Furthermore, additionally, moreover.
- **To show contrast:** However, conversely, on the other hand.
- **To give an example:** For instance, specifically, in particular.
- **To show cause and effect:** Therefore, consequently, as a result.
- **To show time order:** Meanwhile, subsequently, next.

Paragraph Transitions

Paragraph transitions connect one entire paragraph to the next. Because paragraphs contain larger chunks of information, these transitions are usually longer phrases or full sentences. They wrap up the old idea and introduce the new one.

- **Building on a previous point:** "In addition to the financial benefits of reading, books also may improve a person's empathy."
- **Shifting to an opposing angle:** While both women became leaders in their community, Mary Gonzales represents someone who was intentionally creating change, Carmen Chico was someone who simply did what needed to be done.
- **Moving from cause to effect:** Because they saw a lack of services for the Latino community, the Trailblazers women created the services and/or organizations that were needed.
- **The "Hook" method,** getting the reader's attention. From the Introduction of Chicago Latina Trailblazers: "How can I get out of this darkness? I was locked up and alone in the pantry at age three."

Quick Comparison

Sentence Transitions:

- Usually 1 to 3 words.
- Connects single thoughts.
- Keeps sentences from sounding choppy.

Paragraph Transitions:

- Usually a full sentence or dependent clause.
- Connects whole arguments.
- Keeps the entire essay organized.

Example from The Tell-Tale Heart, by Edgar Allan Poe, in Action

- **[Topic sentence of Paragraph 1]** Edgar Allan Poe uses dark imagery to create suspense.
- **[Sentence Transition]** Furthermore, the ticking clock symbolizes the characters' approaching doom.
- **[Concluding sentence of Paragraph 1]** This relentless sound builds tension until the final scene.
- **[Paragraph Transition]** While Poe uses objects like clocks to create suspense, he also uses unreliable narrators to confuse the reader.
- **[Topic sentence of Paragraph 2]** In "The Tell-Tale Heart," the narrator's madness makes his story questionable.

The following examples are for an essay about a civil rights leader.

1. Sentence Transitions (Inside a Paragraph)

Use these short phrases to connect your evidence to your explanation within a single paragraph.

- **To add evidence:** Additionally, The Trailblazers confronted both racial and gender discrimination by creating their own organizations, serving in government, and on boards.
- **To show cause and effect:** Most of the women focused heavily on local community organizing; consequently, they built a grassroots foundation that sustained the broader civil rights movement.
- **To give a specific example:** Virginia Martinez encountered sexism, not only while deciding to become a lawyer, but also once she was an attorney.

2. Paragraph Transitions (Between Paragraphs)

These sentences link your main body paragraphs. Choose the style that matches how you organize your essay.

Option A: If your essay is organized by time periods (Chronological)

- **The Transition:** While Reyes' activism began in the 1940s against landlords, her influence extended all the way into the 1990s, when she was appointed Chicago Transit Authority Trustee by Mayor Richard J. Daley.
- **Why it works:** It cleanly connects her early career beginnings to her later, modern achievements.

Option B: If your essay is organized by different issues (Thematic)

- **The Transition:** Beyond her extensive political organizing work in Chicago during the 1960s, Gonzales was able to found an organization in 2004, in San Diego which provided services to immigrants. It was called "Justice Overcoming Boundaries."
- **Why it works:** It transitions the reader away from the topic of grassroots civil rights organizing and introduces the topic of creating a new organization that is a division of the Gamaliel Nationwide Network.

Option C: If your essay compares her public work vs. personal life

- **The Transition:** From 1974 to 1979 Mendoza was the head of the Chicago Cook County Hospital Department of Family Practice. In 1972 her husband was diagnosed with cancer. She took care of him until his death in 1982.
- **Why it works:** It acknowledges a contrast in her public life versus her private life.

Sample for a Mixed General Ed and ELL Class

To tailor a 9th-grade English unit for intermediate ELL students, focus on bridging the gap between their solid social language and the complex, historical academic language of the Civil Rights Movement. Intermediate ELLs can understand general meanings, but struggle with metaphors, historical context, and advanced rhetoric.

1. Reading & Comprehension

- **Annotate for Metaphors:** Some of the Trailblazers use imagery (e.g., urban removal vs urban renewal, being on a stage, child labor). Have students skim the chapter looking for metaphors before reading, then explaining the literal vs. figurative meanings, either in writing or verbally.
- **Context Timelines:** Provide either a 3-5 or a 7-10 bullet point visual timeline of the Trailblazers' work.

2. Vocabulary Frontloading

Focus on tier-two and tier-three words critical to the texts:

- **Academic/Historical Terms:** Pre-teach words like segregation, justice, and oppression.
- **Visual Matching:** Pair these abstract terms with historical photos (e.g., matching the word "segregation" with a photo of segregated drinking fountains) to anchor the meaning.

3. Scaffolded Writing & Paragraph Frames

Intermediate students can write paragraphs but need structural help with academic rhetoric. Provide targeted sentence frames for analyzing persuasive techniques:

- **For Analyzing Metaphor:** "The Trailblazer uses the metaphor of a [insert metaphor] to show that people in their community were treated [insert adjective]. This matters because..."
- **For Analyzing Theme:** "One major theme in the chapter [insert theme]. She supports this theme by stating, '_____.'"

4. Classroom Speaking & Collaboration

- **Numbered Heads Together:** Put students in mixed-ability groups of four. Ask an analytical question. Group members must make sure everyone in the group knows the answer. Call a random number to answer, lowering individual anxiety.
- **Socratic Seminar Modification:** Provide a "cheat sheet" of academic conversation starters on their desks, such as "I agree with [Name]'s point about justice because..." and "Where in the text did you find evidence for...?"

Sample Assessment for ELL Students

A multi-modal final exam is an excellent way to evaluate intermediate English Language Learners (ELLs). It allows them to demonstrate deep content knowledge through different linguistic domains (listening, speaking, reading, and writing) without letting a single language barrier block their overall grade.

These tailored modifications for each component of the exam will help support your intermediate students.

1. Written Test Modifications

Intermediate ELLs have literal comprehension but struggle with complex question structures and abstract vocabulary.

- **Simplify Question Prompts:** Strip away unnecessary language from the questions.
- **Word Banks & Visual Anchors:** Provide a word bank of key unit vocabulary. Include small historical pictures used during lessons next to corresponding matching questions.
- **Reduce Multiple-Choice Distractors:** Limit multiple-choice options from four choices to three. Ensure the incorrect choices are distinctly different from the correct answer to prevent confusion over minor language nuances.

2. Oral Summary Scaffolds

Intermediate students can speak in paragraphs but often hesitate, misuse grammar, or take longer to find the right words.

- **Structured Graphic Organizer:** Allow students to use a completed "Story Map" or "Main Idea & Evidence" chart during their oral summary, used as a visual guide rather than read word-for-word.
- **Strategic Cue Cards:** Provide a small card with transition words such as "First, ...states"; "For example, he explains..."; "Finally, his goal is..."
- **Private or Recorded Options:** Allow intermediate ELLs to deliver their oral summary directly to the teacher during independent work time, or let them record a voice memo.

3. Multimedia Project Adaptations

Multimedia projects are highly beneficial for ELLs because the visual components provide built-in context for their language production.

- **Define Clear Slide/Visual Rules:** Require images accompanied by short captions or bullet points rather than full paragraphs.
- **Pre-Recorded Narrations:** Let the student pre-record their voice track to practice multiple times, self-correct pronunciation, and reduce speaking anxiety.
- **Differentiated Project Options:** Offer options such as a digital timeline with images and short written summaries, or a "Civil Rights Museum" poster or digital slide deck explaining key themes.

4. Separate Rubrics for Content vs. Language

- **Grade Content Independently:** Create a rubric that grades historical understanding, project completeness, and text analysis separately from grammatical accuracy.
- **Reward Risk-Taking:** As long as the message is comprehensible, do not deduct points for minor verb tense mistakes or missing articles during oral or multimedia portions.

Scoring Breakdown

- Comprehension & Analysis: 70% of total grade
- Speaking & Visual Presentation: 20% of total grade
- Grammar & Spelling: 10% of total grade

How to Weigh Rubric for Intermediate ELLs

To ensure grading is fair, do not weight all categories equally. For intermediate ELL students, prioritize content and comprehension over perfect English mechanics:

- Content & Comprehension: 40% of the grade
- Analysis & Evidence (using tools/frames): 30% of the grade
- Oral/Visual Presentation Elements: 20% of the grade
- Language Mechanics (Grammar/Spelling): 10% of the grade

Key Grading Rule for ELLs: "Comprehensibility over Perfection." If an intermediate student writes or says, "Dr. King want justice because black people did not had rights," they have fully mastered the ELA concept. Do not penalize them for the missing "s" on "wants" or the incorrect past-tense "did not had."

9th Grade Chapter Exam Rubric

This asset-based 3-tier rubric is designed for intermediate ELL students. It evaluates their historical and literary comprehension separately from their language mechanics. This ensures their understanding of the material is not masked by minor English grammar errors.

Criteria	Proficient (3 pts)	Developing (2 pts)	Emerging (1 pt)
Historical & Text Comprehension	Identifies main arguments (justice/equality). Accurately references Civil Rights historical context.	Identifies general themes. Mixes up historical details or misses main message.	Fails to identify main themes or historical context.
Text Evidence & Analysis	Selects relevant quotes or metaphors. Explains their meaning using provided sentence frames.	Includes a quote or metaphor. Struggles to explain meaning beyond a literal translation.	Does not use text evidence or quotes to support claims.
Oral Communication	Speech is understandable. Uses transition words and complete sentences. Minor errors do not obscure meaning.	Speech is mostly understandable but choppy. Reads notes word-for-word instead of summarizing.	Speech is difficult to understand. Relies on single words or short fragments.
Multimedia Elements	Visuals (images, timelines) directly match the text. Written captions are concise and accurate.	Visuals are present but do not clearly connect to the historical concepts.	Project lacks purposeful visuals or images do not relate to the topic.
Written Language Mechanics	Writing is clear. Follows paragraph frames. Spelling and grammar errors do not disrupt readability.	Writing is mostly readable. Frequent grammar or tense errors make ideas difficult to follow.	Severe grammar and mechanics errors make the writing incomprehensible.

Chicago Latina Trailblazers

Socratic Cheat Sheet for Discussions: ELL Students

Socratic Seminars can be incredibly intimidating for English Language Learners (ELLs). The fast-paced, unstructured nature of a live discussion requires students to listen, process, translate, formulate an argument, and find a gap to speak — all in real time.

Modifying a Socratic Seminar isn't about lowering the intellectual rigor; it's about lowering the linguistic barrier so students can show what they actually know.

This cheat sheet breaks down actionable modifications by timeline, English proficiency level, and explicit discussion tools.

1. Timeline of Scaffolded Support

To make the seminar accessible, build in structural scaffolding before, during, and after the live discussion.

Pre-Seminar: Chunk & Script (1–2 Days Before)

- Provide the discussion questions in advance.
- Use a structured preparation graphic organizer where students must physically write out their claim, find a specific quote, and draft 1-2 bullet points explaining their reasoning.
- Allow beginner/intermediate ELLs to read a translated summary of the text or a lower-lexile version first so they master the core concepts before wrestling with the academic language.

Setup: The Fishbowl Method (Day of Seminar)

Divide the class into an Inner Circle (speakers) and an Outer Circle (listeners/coaches).

- **Partnering Strategy:** Pair your ELL student (in the outer circle) with a native or proficient English speaker (in the inner circle). The outer circle student takes notes on their partner's arguments and can pass them sticky notes with ideas or quotes to read aloud. Swap roles halfway through if comfortable, or keep the roles fixed to reduce performance anxiety.

During the Seminar: Visual Tracking (Live Discussion)

- Write the question currently being discussed on the whiteboard or display it on a screen. When the conversation shifts to a new question, update the visual. This keeps ELLs from getting lost when the verbal conversation drifts.
- Enforce a 3-to-5 second "think time" rule before anyone can respond to a teammate's point. This gives ELLs crucial processing time to translate and draft their thoughts.

Post-Seminar: Alternative Output (End of Class / Homework)

- Allow ELL students to submit their written preparation sheet or a post-seminar reflection for full credit.
- If a student was too intimidated to speak during the live circle, let them record a 1-minute audio response via a recording tool answering one of the seminar questions.

2. Graphic Organizers & Text Evidence

Providing a visual layout helps students map out their thoughts before the speaking pressure begins. As shown in the organizer layout, students perform best when they can visually align the **Question**, their **Answer**, and the **Text Evidence**. For ELLs, modify this organizer by:

- Pre-populating the "Question" column so they aren't scrambling to write it down.
- Providing the exact page numbers or paragraph locations where the answers can be found so they don't get stuck searching through a dense text.

3. Tiered Accommodations by Language Proficiency (WIDA Levels)

Not all ELLs need the same level of support. Tailor your expectations and modifications to their current language proficiency.

WIDA Level	Expected Output	Teacher Modification / Scaffold
Level 1–2 (Entering / Beginning)	Pointing to text evidence. Chanting/reading a pre-written phrase. Single words or short phrases.	Provide a peer buddy to speak for them. Allow them to use a translation device to read/write. Grade them strictly on their written preparation or an audio recording.
Level 3 (Developing)	Can speak using simple sentences. Can agree or disagree using basic, formulaic sentence starters.	Provide a "Menu of Options" for sentences. Give them a specific question they are responsible for answering 5 minutes before it is asked.
Level 4–5 (Expanding / Bridging)	Can engage in natural dialogue. May struggle with complex abstract vocabulary or idioms.	Provide advanced academic sentence stems (e.g., qualifying statements). Focus feedback on using specific domain vocabulary rather than perfect grammar.

4. Universal Discussion Tools: Sentence Starters

Print these out on a small "desk mat" or index card and tape it to the desks of your ELL students. Group them by conversational intent so they know exactly how to jump into the dialogue.

To State an Opinion / Make a Claim

- "I think that..."
- "In my opinion, the main idea is..."
- "Based on the text, I believe..."

To Bring in Evidence

- "On page ____, it says..."
- "The author writes, '_____.'"
- "An example of this is when..."

To Agree / Build on an Idea

- "I agree with [Name] because..."
- "I want to add to what [Name] said. I think..."
- "[Name] made a good point, and it reminds me of..."

To Disagree Politely

- "I see it differently because..."
- "I agree that _____, but I also think..."
- "The text makes me think otherwise because on page..."

To Ask for Clarification (Crucial for ELLs!)

- "Can you repeat that question, please?"
- "Where can I find that in the text?"
- "What do you mean by _____?"

The Golden Rule for ELL Classes: Never grade a language learner on how fluently they speak English during a Socratic Session. Grade them on their ability to track the conversation, reference the text (even if just pointing or reading a pre-written quote), and engage with their peers at their current proficiency level.

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What Is Rhetoric?

Rhetoric is the art and study of using language effectively and persuasively to inform, influence, or motivate an audience. It is a communication skill used across everyday media, politics, and writing.

The concept dates back to ancient Greece and Rome. Rhetoric involves examining how communication is shaped by the following elements:

The Three Persuasive Appeals

Speakers and writers use these three pillars to construct convincing arguments:

- **Ethos:** Appeals to the speaker's credibility, character, or ethical authority.
- **Pathos:** Appeals to the audience's emotions, values, and imagination.
- **Logos:** Appeals to logic, reason, evidence, and facts.

The Rhetorical Situation

Effective rhetoric requires adapting your message to fit the context. This "rhetorical situation" is based on:

- **Purpose:** Why you are communicating (e.g., to inform, persuade, or motivate).
- **Audience:** Who you are addressing, including their age group, biases, and expectations.
- **Topic:** What you are writing or speaking about.

Common Uses Today

Rhetoric is utilized daily in advertising, public speeches, literature, and even everyday emails.

While the term is sometimes casually used to describe "empty" or deceptive language, its true purpose is to foster clear thinking and compelling communication.

Rhetorical Triangle



Rhetoric

9th Grade Persuasive Essay:

"The Great Pitch"

The Prompt

The Challenge: Think of a realistic, meaningful change you want to see happen in your school, your community, or your home. Your job is to write and deliver a **2-to-3 minute persuasive speech** convincing your audience to take action.

To be successful, your speech cannot rely on just one type of argument. You must master **The Rhetorical Triangle** by perfectly balancing all three classical appeals:

- **Ethos (Credibility):** Why should your audience trust you? How will you show you are responsible, knowledgeable, or deeply invested in this topic?
- **Pathos (Emotion):** How will you hook your audience's feelings? Will you make them laugh, spark empathy, create a sense of urgency, or appeal to their shared values?
- **Logos (Logic):** What facts, examples, statistics, or common-sense reasoning will you provide to prove your idea actually works?

Potential Topic Ideas to Kickstart Your Brain:

- **To your Principal:** Convincing them to change a specific school policy (e.g., dress code, phone rules, starting a new club, adding healthier cafeteria options).
- **To your Community Leader:** Arguing for local improvements (e.g., building a neighborhood skatepark, organizing a weekly community cleanup, installing better bike lanes).
- **To your Parents/Guardians:** Pitching a personal milestone responsibility (e.g., adjusting your curfew, funding a passion project, choosing your own extracurriculars).

Name _____ Date _____ Class/Hour _____

Assignment: _____

The Rhetorical Triangle Speech Rubric

This rubric evaluates how effectively you utilize Aristotle's three pillars alongside basic presentation skills.

Criteria	Exceeds Standards (4)	Meets Standards (3)	Developing (2)	Below Standards (1)
Ethos <i>(Credibility & Trust)</i>	Seamlessly builds trust. Speaker establishes strong personal authority, uses reliable sources, or shows excellent character/knowledge regarding the topic.	Speaker clearly states why they are credible or why the audience should care, establishing basic trust.	Attempted to build credibility, but it feels weak, forced, or slightly irrelevant to the argument.	No attempt to build trust or authority. Audience is left wondering why they should listen to the speaker.
Pathos <i>(Emotional Appeal)</i>	Deeply engages the audience's emotions (humor, empathy, urgency) using vivid storytelling, strong word choice, or compelling imagery.	Effectively touches upon audience emotions. The tone matches the intent and successfully grabs attention.	Emotional appeal is weak, relies heavily on cliché, or feels manipulative rather than genuine.	Speech is completely dry and robotic. Zero effort made to connect with the audience on a human level.
Logos <i>(Logic & Evidence)</i>	Arguments are completely logical and backed by strong evidence, relevant facts, statistics, or clear common-sense reasoning.	Argument makes logical sense. Includes at least one clear piece of evidence, data, or logical explanation to support the claim.	The reasoning is flawed or confusing. Evidence is missing, incorrect, or doesn't support the central argument.	Completely lacks logical reasoning or evidence. The pitch relies entirely on opinions and unsupported demands.
Structure & Delivery	Structure flows perfectly with a clear hook and call to action. Delivery is confident with excellent eye contact, vocal clarity, and pacing.	Speech has a clear beginning, middle, and end. Speaker makes good eye contact and can be easily heard by the class.	Structure is a bit disorganized. Delivery relies heavily on reading notes, with quiet or rushed speaking.	Disorganized and difficult to follow. Speaker entirely reads from a page with no eye contact or vocal variety.

General Teaching Elements — Apply to Any Type of Work or Chapter

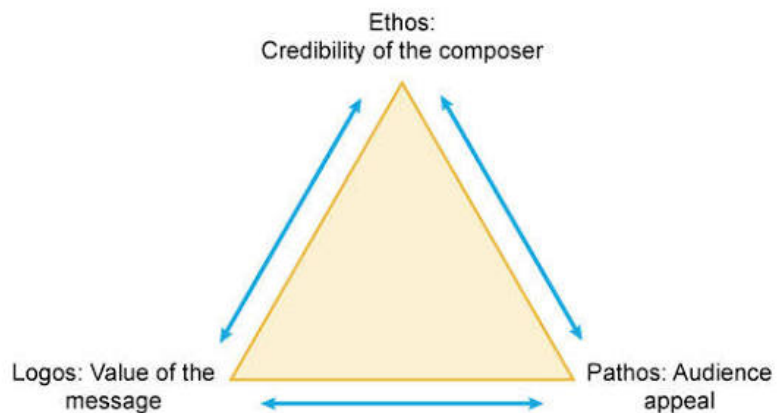
Graphic Organizers

- **Biographical Timeline:** A linear map where students label Key Life Events, Historical Turning Points, and Personal Milestones mentioned in the text.
- **Rhetorical Triangle Organizer:** A three-section graphic chart asking students to pull textual quotes representing Ethos (credibility), Pathos (emotion), and Logos (logic).
- **Cause and Effect Chart:** A diagram to help students analyze the relationship between systemic injustices (causes) and the specific civil rights actions taken (effects).

There is a section of this Curriculum Guide called Graphic Organizers. It contains a sampling of ways to organize information and/or thoughts.

Short Written Assignment

Explain how the author uses one specific rhetorical appeal (ethos, pathos, or logos) in her narrative to persuade the reader of the necessity of civil rights action. Use text-based reasoning to support your answer.



Name: _____

Date: _____

CAUSE & EFFECT

Identify the causes and the effects.

CAUSE	EVENT	EFFECT
What happened?		And as a result:
	→	
	→	
	→	
	→	