ESL 3 Unit 1

Content Area: **ESL**
Course(s): **ELA Grade 9, ELA Grade 10, ELA Grade 11, ELA Grade 12**
Time Period: **MP1**
Length: **45**
Status: **Published**

Unit Focus

The theme of this first unit is "The Power of Language" and students will be able to use the conventions and mechanics in English reading and writing. The sub-emphasis that must be established in reading and writing is the listening and communication skills required of an L2 learner. This 9-week plan is to review/reteach/and practice target vocabulary in nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and academic terminologies. Using these guided structures to write and orally present. Some figurative and idiomatic language will be introduced to prepare for the poetry unit (next). Reading selections will extend the lessons with informational and descriptive text that students can reflect on and write about.

The Champion of Ideas materials will be used in the groups that are mixed with recent exits, students with IEPs that see us only one class per day . Usiing these materials lends very well to the workshop and student collaboration we are implementing in the school district.

NJSLS ELA

LA.RL.9-10	Reading Literature
LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific

	word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.C	Spell correctly.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

NJSLS and Correlating SLOs

NJSLS	Student Learning Objectives
ELA RL 9-12 .1	• there can be uncertainty in texts • cited evidence must be strong, thorough, and relevant • cite strong and thorough textual evidence • make relevant connections to support the analysis
ELA RL 9-12 .2	• every text has a central idea and related theme • to determine a theme or central idea of a text • to provide an objective summary of the text
ELA RL 9-12 .4	• the figurative and connotative meanings of words and phrases are determined by how they are used in the text • determine the figurative and connotative meaning of words and phrases as they are used in the text
ELA RL 9-12 .9	• authors may draw on and transform source materials in their works • source materials can be transformed in terms of historical/cultural contexts
ELA RL 9-12 .10	• texts differ in complexity • read and comprehend literature including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed
ELA L 9-12.2	• spell correctly
ELA L.9-12.3	• word choice and sentence structure can be varied to demonstrate an understanding of the influence of language • apply knowledge of language to make effective choices for meaning or style
ELA L.9-12.4	• determine or clarify the meanings of unknown or multiple-meaning words and phrases • determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
ELA RI. 9-12.1	• accurately interpret and cite strong and

	thorough textual evidence in support of what the text says (means) explicitly and inferentially • identify and cite areas where the text leaves matters uncertain • support analysis of what the text says explicitly as well as inferentially • analyze a text, particularly in areas where matters are left uncertain
ELA RI. 9-12.2	• determine a central idea of a text • provide an objective summary of the text
ELA RI. 9-12.4	• words and phrases can have figurative, connotative, and technical meanings
ELA W.9-12.6	• technology can be used to produce, share, and update individual or shared writing projects • use technology to produce, share, and update individual or shared writing products. use technology to link to other information
ELA W 9-12.7	• the research process is used to answer a question or solve a problem • research process applies to our own questions and/or problems • narrow or broaden the inquiry when appropriate • synthesize multiple sources on the subject to demonstrate understanding of the subject • conduct short and sustained research projects to answer a question or solve a problem • narrow or broaden the inquiry when appropriate
ELA W 9-12.8	• use advanced searches effectively
ELA W 9-12.10	• writing occurs over various time frames for a variety of tasks, purposes and audiences • write routinely over extended and shorter time frames • write routinely for a range of tasks, purposes, and audiences
ELA SL.9-12.1	• initiate and participate effectively in a range of collaborative discussions with peers

	• build on others' ideas and express our ideas clearly and persuasively
ELA SL.9-12.2	• diverse media formats must be evaluated for credibility, accuracy, and discrepancies across multiple source • evaluate the credibility and accuracy of each source
ELA SL.9-12.4	• content, organization, development, and style are appropriate to task, purpose, and audience • present information, findings, and supporting evidence clearly, concisely, and logically
ELA SL.9-12.5	• strategic use of digital media can enhance findings, reasoning, and evidence, and add interest in presentations • strategically use digital media to add interest to presentations

WIDA Standards

2:	Language for Language Arts
	Introduce and define topic and/or entity for audience
	Establish an objective or neutral stance
	Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
5:	Language for Social Studies

Rationale, Transfer Goals, and Enduring Understandings

In this unit, students will explore the question: What is English and where did it come from? How essential is the English language for me to know? Through a study of informational text, short stories, videos, audio stories, and images, students will examine the impact that evolution has on language as well as the impact language has on us all. Students will use the reading, writing, speaking, and listening strategies of language in order to improve their four language domains, and thinking skills by purposeful use of the language.

Essential Questions

Overarching Essential Question	Content-Specific	Skill Specific
• How do people communicate other than language? • Is English one of the most important languages in the world today (even though it is not a world language)? • What are the advantages and disadvantages of adding new words to the English language?	• What ELA tier 3 vocabulary words will the student have to acquire to do well in school? • Readers determine the main idea, author's purpose, and details to support their understanding of fiction and nonfiction. • Readers use context clues and resources to determine the meaning of unknown words. • To demonstrate comprehension of fiction and nonfiction texts, students use textual evidence in writing. • Students use formal academic language when speaking and writing. • Writers convey their ideas clearly and in an organized way.	• Listening for understanding • Speaking for communication & presentation • Writing for communication and explanation (with conventions and mechanics) • Reading for comprehension (with word attack) • History of English language development

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
-History of language & its' evolution over time -Grammar -Writing (5 sentence paragraph, 8 sentence compact essay) -Roots -Cognates -Prefixes/Suffixes/Affixes -Research writing	-Strategies: comprehension, questioning, summarizing -Locate and classify information -Identify facts and explicit messages -Select language patterns associated with facts -Make lists -Produce drawings, phrases, short sentences, notes -Give information requested from oral or written directions

-Oral presentation	-Sort pictures, and objects according to oral instructions -Follow two-step oral directions -Match information from oral descriptions to objects, illustrations -Ask WH- questions -Describe pictures, events, objects, people

Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
1-2 SKILLS	L..1,.2,.2c,.4 W..6,.7,.10 SL.1,.1a,.2 RI.2	What is English? -History of -Old English -Middle English -Modern English -American English https://www.youtube.com/watch?v=kIzFz9T5rhI	-Taking notes -Vocabulary -Language connection via text to self -Grammar: verbs, regular & irregular, adjectives, adverbs, synonyms, antonyms -Writing using synonyms	-Following 2-step directions -Using context clues to determine the meaning	-Prereading activities for predictions about the text -Asking Questions for clarity -Read text aloud -Describing actions in the past tense -Students teach class peers about their given vocabulary	-What is English (comprehension check) -check on past tense verbs -Participation -Notebook evaluation -Teacher Observation (TO) -Writing prompt: How else do you communicate? -post its/warm-ups/ exit tickets -quick writes

						-conferences -graphic organizer
1-2 RESOURCES		Champion of Ideas (Blue Level Ch 17) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Supplemental Resources: Books: Behind the Mountains, The Ink Drinker, A Girl Called Boy, Nightjohn, The Bard of Avon IXL (Grammar) Internet (Vocabulary) Youtube (audio clips) edpuzzle Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			
3-4 SKILLS	L.1b,.2c,.3,.4a W.6,.7,.8 RI.9-	Grammar in Language: -Expressing the same idea in multiple ways (multiple-meaning words)	-Descriptive writing with features & characteristics -	-Engaged & participating in learning features of	-Answering questions. -Turn & talk to partners per lesson	-Comprehension of context clues for word

	12.2 SL .4,.5	synonyms, antonyms homographs/phones/nyms History of the formation of the Spanish language: https://www.newsdle.com/blog/brief-history-of-spanish-language.	Vocabulary -Spelling rules -singular/ plural rules -prefix & suffix to understand the base word	English		meaning -Noun presentation to the class -TO Q & A for comprehension -Writing using nouns, adjectives, and verbs in correct SVO order. -post its/warm-ups/ exit tickets -quick writes -conferences -graphic organizer
3-4 RESOURCES		Champion of Ideas (Blue Level Ch 17) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Supplemental Resources: IXL (Grammar) Internet (Vocabulary) Youtube (audio clips) edpuzzle			

			Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			
5-6 SKILLS	L.2,.2c,.4,.4a RL.1,.2,.4 SL.1a,.1d,.4 W.9-12.8,.10	-Reading Selection"My 1st Word at 16" (or any non-English speaker experience in an American school) -Inclusion vs. Exclusion (segue into disabilities -- ex. LEP) -Research early Hispanic peoples https://latino.si.edu/learn/latino-history-and-culture/latino-history/early-latino-history	-Connection text to self, using clear description with 5Ws (who, what, when, where, why) -Creating small posters connecting self to an artist of choice	-Following 2-step directions -Using context clues to determine the meaning -Engaged in discourse about text	-Engaged in discourse about text	-Comprehension check on the reading selection -Writing using multiple-meaning or foreign words in dialogue (Adios, de nada, etc...) -post its/warm-ups/ exit tickets -quick writes -conferences -graphic organizer
5-6 RESOU		Champion of Ideas (Blue Level Ch 17) Champion of Ideas Writer &	Supplemental Resources: IXL			

RCES		Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	(Grammar) Internet (Vocabulary) Youtube (audio clips) edpuzzle Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			
7-8 **SKILLS**	L.3,.4 W.7,.8,.10 RI.1,.2,.4 SL.1,.4,.5	-Further Reading: Frederick Douglas (African American Writers Who Inspired Change) or any equivalency of text -Francisco Jimenez migrant stories -Diversity of ethnicity, culture, time, & place https://www.scu.edu/fjimenez/	-Students will interview each other about coming to America using an outline(Writing) -Writing autobiography using an outline	-Students will interview each other about coming to America using an outline(Listening) -Engaged in discourse about text	-Students will interview each other about coming to America using an outline(Answering) -Engaged in discourse about text	-Completed autobiographical essay -TO on engagement & participation -post its/warm-ups/ exit tickets -quick writes -conferences -graphic organizer
			Supplemental			

7-8 **RESOURCES**		Champion of Ideas (Blue Level Ch 17) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Resources: IXL (Grammar) Internet (Vocabulary) Youtube (audio clips) edpuzzle Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			
9 **SKILLS**	L.3,.4 W.7,.8,.10 RI.1,.2,.4 SL .1,.5	Evaluation Week for Unit 1 -What are informational Materials? -Short internet research	-Writing in RACE format to a prompt about -Students share research data	-Class listening & selecting responses -Students reflect on the information presented	-One-on-one discourse -Student discourse on the usefulness of information	-Student self-assessment of vocabulary words and grammar conventions & mechanics
9 **RESOURCES**		Champion tester	Supplemental Materials: Teacher-created evaluation materials			

Interdisciplinary Connections

Students will be introduced and will practice various software, and tasked with a short research query to use

the school's databases. During this month as students work on autobiographies they will be exposed to information relating to Hispanic Pride (which ties into our reading). Our readings will also incorporate African American writers bringing in diversity and its' benefits.

MA.N-RN	The Real Number System
2	Gathering and Evaluating Sources
1.2.12prof.Pr4	Selecting, analyzing, and interpreting work.
	Practice
1.2.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.

Career Awareness, Exploration, Preparation, and Training

In this first unit -- conferencing with students will assist them in personal goal setting. Students will also practice different software and organizational strategies.

PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.

21st Century Skills

Unit 1 begins the year so time will be spent on student preparation and practice for communicating in L2, organization strategies, and problem-solving for school and life skills. Resources and tech resources will be introduced and practiced for student independent growth.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.