ESL 3 Unit 2

Content Area: **ESL**
Course(s): **ELA Grade 9, ELA Grade 10, ELA Grade 11, ELA Grade 12**
Time Period: **MP2**
Length: **45**
Status: **Published**

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.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
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.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
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.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
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.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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 .3	• analyze how complex characters develop over the text • analyze how complex characters interact with other characters • analyze how complex characters advance the plot or develop the theme
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 .6	• analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States
ELA RL 9-12 .7	• a subject or a key scene can be represented differently across artistic mediums
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.9-12.1	• demonstrate command of the conventions of standard English grammar and usage when writing or speaking
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 • use context clues to determine or clarify meaning • identify and use patterns of word changes to determine different meanings or the part of speech of words or phrases • consult reference materials to find the pronunciation, to determine meaning, and to understand its part of speech, where the word came from, and how it is used • verify our preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary
ELA L.9-12.5	• demonstrate understanding of figurative language, word relationships, and nuances in word meanings • interpret figures of speech in context and analyze their role in the text
ELA L.9-12.6	• accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression
ELA W 9-12.3	• use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

ELA W.9-12.4	• produce clear and coherent writing in which the development is appropriate to task, purpose, and audience • produce clear and coherent writing in which the style is appropriate to task, purpose, and audience
ELA W 9-12.5	• planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing • addressing what is most significant for a specific purpose and audience strengthens writing
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 9-12.3	• evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric • identify any false reasoning or distorted evidence
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
ELA SL 9-12.6	• adapt speech to a variety of contexts and tasks • demonstrate command of formal English

Unit Focus

The theme of this second unit is "Literature Matters" and students will be instructed on different genres of literature: from poetry to prose to drama. Poetry can be difficult for the L2 due to restricted amounts of vocabulary (and their synonyms and antonyms, definitional and connotational meanings). This unit will follow a routine format: frontload vocabulary and work in pairs and groups to learn and present vocabulary to each other. Intersperse lessons with grammar to broaden students' knowledge base. Connecting grammar pieces to their L1 to help translate the functionality into L2. Idioms and figurative language will be researched in L1, presented, and American idioms and figurative language including other means of communication that is not grammatically perfect: slang, symbols, emojis,etc... ('Sup'? = What's up?, a heart □□ =love, body symbols □= peace). Students will write poetry, research a poem from L1, and orally present, students will act out scenes from plays, and books, or write their own to present. Students will classify the three major genres (and their subgenres) of literature and find examples to create a working anchor chart. Students will write reflections on poems and use imagery and figurative language to write a description.

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.

WIDA Standards

2:	Language for Language Arts
	Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
	Engage and adjust for audience
	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
	Develop coherence and cohesion throughout text
5:	Language for Social Studies

Rationale, Transfer Goals, and Enduring Understandings

Students will learn the different genres of literature and translate that understanding into their own culture (thereby bridging cultures and similarities). When poetry and figurative language are explicitly taught students will research to find the same types of academic language in their own L1. Including students' first culture and the American culture facilitates assimilation (melting-pot theory). Through a study of a variety of poetry, prose, and drama, video clips, and audio files, students will examine how literature can affect people. Students will use this analysis in order to improve their reading, writing, speaking, listening, and thinking skills by determining the main idea and author's purpose by their use of language depicting tone and mood. The teaching will continue in reading and writing for the listening and communication skills required of an L2 learner. Reading selections will extend the lessons with informational and descriptive text that students can reflect on and write about.

Essential Questions

un

Overarching Essential Question	Content-Specific	Skill Specific
• What are the advantages and disadvantages of learning new words in the English language? • How is communication broadened by prose, poetry, and drama? • Why do human beings use prose, poetry, and drama rather than literal	• What ELA tier 3 vocabulary words will the student have to acquire to do well in school? • Poetry, prose, and drama can be fiction and nonfiction. • Readers use context clues and resources to determine	• Listening for understanding • Speaking for communication & presentation • Writing for communication and explanation (with conventions and

communication? ("The Road Not Taken" by Robert Frost vs. What is your choice?) • In what other ways can we communicate?	the meaning of unknown words, especially figurative writing. • Students use formal academic language when speaking and writing. • Writers convey their ideas in different forms of writing.	mechanics) • Reading for comprehension (with word attack) • Cultural understandings of the similarities of poetry, prose, and drama.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
-Identify cultural similarities between literature genres -Grammar (irregular verbs, pronouns, possessives, adjectives, adverbs) -Comparing & contrasting writing and speaking -Classifying literature genres -Idiomatic & figurative phrases -Writing (and compositional risks), narratives, descriptive writing -Writing (listing & free writing) -Research target genres in L1 & L2 -Oral presentation	-Locate and classify information -Identify figurative and non-literal messages -Use language patterns -Make and use graphic organizers (of choice) to prepare for writing -Produce writing pieces -Give information requested from oral or written directions -Follow two-step oral directions -Research using sound internet sources and/or databases -Ask questions orally in English -Describe pictures, events, objects, people

Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
1-2 SKILLS	L..1b,.2,.2c,.4,.5 W..4,.6,.7,	-What is Prose? -Prereading & predictions	- Answering literature questions (survey)	-Following 2-	-History y langu	-What is Prose (compr

	.10 SL.1,.1a,.4,.5 RL.2,.4,.7	-Classifying literature -Literature (& stories) from indigenous people here in the USA https://esl-bits.eu/home.html	-Taking notes -Vocabulary (frontload)- Writing authentic sentences with new vocabulary -Grammar: regular & irregular past tense verbs, adjectives, comparatives, and root words -Writing connections (T/S) text to self -Research the literary genres and create an anchor chart	step directions - Using context clues to determine the meaning - Teacher and audio read aloud	age connects to written stories of a language - Prereading activities for predictions about the text - Asking Questions for clarity -Read text aloud - Presenting & teaching vocabulary (to class) - Students read aloud portio	ehension 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 - Graphic organizers - Conferences

					ns of text	
1-2 RESOURCES		Champion of Ideas (Blue Level Ch 18) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Supplemental Resources: Books: Wm. Shakespeare & the Globe, I, Too, Sing America, Women of Hope, Clara Schumann: Piano Virtuoso IXL (Grammar) Internet (Vocabulary) Youtube (audio clips) edpuzzle Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			
3-4 SKILLS	L.1b,.2c,.3,.4a,.6 SL.1,.1a,.1d,.3,.4 RL.4 W.4,.5,.6,.8	-Elements of Fiction -Topical reading fiction & non-fiction bullying & cancer awareness https://www.stopbullying.gov/resources/get-help-now	-Descriptive writing with features & characteristics -Vocabulary -Spelling rules -singular/ plural rules -prefix & suffix to understand the base word	-Following multi-step directions -Engaged & participating in learning features of	-Answering questions. -Turn & talk to partners per lesson	-Comprehension of context clues for word meaning -Noun presentation to the class -TO Q & A for

				English		comprehension -post its/warm-ups/exit tickets -Graphic organizers -Conferences
3-4 RESOURCES		Champion of Ideas (Blue Level Ch 18) 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,.6 RL.1,.2,.3,.4 SL.1a,.1d,.4,.6	-Poetry https://www.youtube.com/watch?v=KBAig-QT46Q -Poetry from L1 cultures -Poetry of Horror! Edgar Allan Poe https://www.youtube.com/watch?v=5KmHWjzyVYw	-Note-taking on elements of poetry -Gothic Horror https://www.youtube.com/watch?v=fUNuFLHvVng -Elements of Gothic	-Listening to poetry	-Discourse about poems -Readi	-Participation in poetry activities -post

	W . 7,.8,.10		Horror -Writing with the elements of poetry		ng poetry aloud	its/warm-ups/ exit tickets - Graphic organizers - Conferences
5-6 RESOURCES		Champion of Ideas (Blue Level Ch 18) 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			
7-8 **SKILLS**	L.3,.4,.5a, .5b,6 W.4,.7,.8,.10 RL..2,.4,.5,.6,.7,.9 SL.1d,.4,.5,3b,.3d	-Literature and Drama -Students will read scenes from Shakespeare & No Fear Shakespeare -Fictional text "Call me Romeo" https://www.youtube.com/watch?v=8xg3vE8Ie_E&list=RD8xg3vE8Ie_E&start_radio=1	-Students will write a description of a person,place, or thing for readers to visualize their topic -Students will write a scene as a playwright (original or adapted from source)	- Students will follow multi-step directions - Categoriz	- Read aloud portions from plays - Students will perform	- Comprehension check on "what is prose, poetry, drama" -Call me

				e oral information using words, pictures or objects	their dramatization	Romeo comprehension check -TO on engagement & participation -post its/warm-ups/exit tickets - Graphic organizers - Conferences
7-8 **RESOURCES**		Champion of Ideas (Blue Level Ch 18) 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			
9	W.3b,.3d,.4,.5,.6,.8,.	Evaluation Week for Unit 2	-Writing a short narrative using "Call	- Stude	- Stude	- Studen

SKILLS	10b	Students will read about holidays around the world	me Romeo" as a model -Students will create a presentation about holidays	nts follow directions and examples for narrative writing	nt will present their narratives - Students will present their research	t self-assessment of vocabulary words and grammar conventions & mechanics
9 **RESOURCES**		Champion tester	Supplemental Materials:			

Career Awareness, Exploration, Preparation, and Training

Students will be exposed to different types of reading materials. The language aspect of prose vs. poetry and the similarities in writing poetry in L1 and L2. Students will evaluate their writing needs -- emails, texts, applications for work, etc...

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.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

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.

Interdisciplinary Connections

Students will practice and with the internets' assistance, find, literature genres from their L1 culture. Students will practice writing these genres and/or translating these genres from L1 to L2. The beginning of this unit will have us ending Hispanic Heritage and going forward with Cancer Awareness and Bullying Prevention. Students will have the opportunity to express themselves in writing and orally about these two topics. Especially how these topics are expressed in literature (both fiction and non-fiction).

1.2.12prof.Cr	Creating
3	Seeking Diverse Perspectives
1.2.12prof.Pr	Producing