

# ESL-LCD Level A- Unit 1 -Emergent LoCasale

Content Area: **ESL**  
Course(s):  
Time Period: **MP1**  
Length: **45**  
Status: **Published**

## Unit Focus

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The purpose of this initial unit is a starting point to integrate all four language domains—listening, speaking, reading, and writing—alongside academic content. This unit establishes a foundation for developing organizational and note-taking skills, as well as both social and academic language, within a supportive environment designed to foster learning at the high school level. The instructor will utilize this unit to assess students' strengths and identify areas requiring additional support, particularly in relation to the American English sound system, including alphabet recognition, phonics, and decoding. The instructional continuum will also include opportunities for students to contribute content-specific vocabulary from their other academic courses to the Language Content Development (LCD) class.

## Rationale

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The primary goal at LCD level A is to foster a level of safety, confidence, and functional communication for the new entrants. Orientation for new entrants and immigrant students needs to familiarize themselves with LHS school routines and educational expectations. Newcomer students may need explanations and understandings related to all things required for American schools (specifically LHS) as well as expectations of social behavior.

## WIDA Standards / ELP Standards

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1 Language for Social & Instructional Purposes

2 Language for Language Arts

3 Language for Mathematics

4 Language for Science

5 Language for Social Studies

ELP 4 - construct grade-appropriate oral and written claims and support them with reasoning and evidence

ELP 7 - adapt language choices to purpose, task, and audience

when speaking and writing

ELP 9 - clear and coherent grade level speech and text

## Objectives

The emergent student will become proficient in WIDA 'Can-Do' skills Level 1 by mid - year to transition to attaining the Level 2 "Can-Do' descriptors.

| Content Area Language Objective   | Language Development   | Reading   | Writing  | Listening   | Speaking   |
|---|--|---|--|---|--|
| <ul style="list-style-type: none"> <li>WIDA 1 &amp; 2 (Screeners or ACCESS overall 1.0 -2.4)</li> </ul> | <p>The emergent student will become proficient in WIDA 'Can-Do' skills Level 1</p> | <ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or environmental print</li> <li>Identify concepts about print and text features</li> </ul> | <ul style="list-style-type: none"> <li>Label objects, pictures, diagrams</li> <li>Draw in response to a prompt</li> <li>Produce icons, symbols, words, phrases to convey messages</li> </ul> | <ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul> | <ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer WH- (who, what, when, where, which) questions</li> </ul> |

## Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit |
|--------------------------------|---------------------------------|
|--------------------------------|---------------------------------|

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| Social language - greetings, asking Qs for help | N/A |
| Alphabet sound, phonics, decoding               |     |
| Organization Skill - notebooks, copying         |     |
| Listening skill - transcribing dictation        |     |
| Phonics beginning                               |     |
|   |     |

## Bi-Weekly Scope and Sequence

| WEEKS            | Standards                                  | Learning Targets   | Activities   | Assessment   |
|------------------|--|--|--|--|
| <b>1-2 SKILL</b> | WIDA 1,2                                   | -Sitting still for long periods of time                  | Teacher discourse  |  |
|                  | NJSLA 9-12                                 | -Riding a school bus                                     |  |  |
|                  | ELA.L.SS.11-12.1                           | -Address   | Student-to-student discourse   | -Teachers use formative anecdotal analysis                     |
|                  | ELA.L.SS.11-12.1.C                         | -Physical exams, immunizations, and lunch applications   |  | -Exit tickets  |
|                  | ELA.L.KL.11-12.2                           | -Attendance, report cards, & reading a schedule          | Log on internet sites  | -Short “pop” quizzes on understanding                          |
|                  | ELA.L.KL.11-12.2A                          | -Appropriate school dress                                |  | -WIDA Can-Do descriptors checklist                             |
|                  | ELA.L.LV.11-12.3                           | -Listening when a teacher talks                          | Discover ‘what’s on the internet sites’ and discuss with the teacher & group | - Teacher refer to: <a href="#">ELD - Language Proficiency</a> |
|                  | ELA.W.IW.11-12.2                           | -Raising a hand to speak                                 |  | -Teacher refer to: <a href="#">WIDA - ELD Standards</a>        |
|                  | ELA.W.RW.11-12.7                           | -Leaving the classroom (bathroom/nurse/office/guidance ) |  |  |
|                  | ELA.SL.PE.11-12.1.C                        | -On-site building field trips                            | Indoor field trips   | -WIDA writing and speaking rubrics                             |
|                  | -Using a locker                            |  |  |  |
|                  | -Working independently and collaboratively |  |  |  |
|                  | -Discipline in the school context          | Copying notes (possibly translating for                  |  |  |

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|                       |   | <ul style="list-style-type: none"> <li>-Following a schedule</li> <li>-Using Google Classroom (email/announcements)</li> <li>-Changing clothes for the gym class</li> <li>-How students and teachers relate to, and address, one another</li> <li>-The roles of school personnel and who to go to with specific concerns</li> <li>-What to do in emergency drills</li> <li>-Designating an ESL Ambassador (similar to Freshmen Mentor)</li> <li>-Talk about how you feel (bilingual guidance counselor meet &amp; greet)</li> <li>-Introducing yourself</li> </ul> | comprehension )  |  |
| <b>1-2 RESOURCE S</b> | <ul style="list-style-type: none"> <li>-Teacher created</li> <li>-F &amp; P leveled readers</li> <li>-iLit</li> <li>-internet sites (listed under “Key Resources”)</li> </ul> |  |  |  |
| <b>3-4 SKILLS</b>     | <p>WIDA 1,2</p> <p>NJSLA 9-12</p> <p>ELA.L.SS.11-12.1</p> <p>ELA.L.SS.11-12.1.C</p> <p>ELA.L.LV.11-</p>   | <p>Finish from week 1 &amp; 2</p> <p>Review week 1 &amp; 2 (from above)</p> <p>-Teacher-created document (student addresses to each teacher) asking for content-specific vocabulary relating to what they are teaching</p>   | <p>Practice activities to lay a strong foundation -- same as week 1 &amp; 2 or teacher create new</p> <p>-Students will recreate their schedules</p> | <p>Culmination of 4 week period:</p> <p><b>Speaking &amp; Reading</b> : Use a F &amp; P leveled reader to listen to student read for decoding &amp; fluency</p> <p><b>Writing</b>: Teacher read a short sentence for</p> |

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|                             | <p>12.3</p> <p>ELA.W.IW.11-12.2</p> <p>ELA.W.RW.11-12.7</p> <p>ELA.SL.PE.11-12.1.C</p> | <p>-Sight words</p> <p>-High frequency words</p> | <p>(teachers &amp; content area)</p> <p>-Students get documents to each teacher &amp; return</p> <p>-Sight word games</p> <p>-High frequency word games</p> | <p>students to write on paper. (Check capitalization, punctuation, spelling, letter formation)</p> <p><b>Listening:</b> Teacher read a short easy text and ask student any of the 5Ws questions (who, what,when,where,why )</p> <p>- Organization/following directions re: content teachers' vocabulary</p> <p>- Dictation: teacher dictates short sentences (or stems) with sight word or high-frequency word fill in the blanks</p> <p>-WIDA Can-Do descriptors checklist</p> <p>- Teacher refer to: <a href="#">ELD - Language Proficiency</a></p> <p>-Teacher refer to: <a href="#">WIDA - ELD Standards</a></p> <p>-WIDA writing and speaking rubrics</p> |
| <p><b>3-4 RESOURCES</b></p> | <p>-Teacher created</p> <p>-F &amp; P leveled readers</p> <p>-iLit (or</p>             |  |   |  |

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|                       | <p>equivalency)</p> <p>-internet sites (listed under “Key Resources”)</p>   |   |   |  |
| <b>5-6 SKILLS</b>     | <p>WIDA 1,2</p> <p>NJSLA 9-12</p> <p>ELA.L.SS.11-12.1</p> <p>ELA.L.SS.11-12.1.C</p> <p>ELA.L.KL.11-12.2</p> <p>ELA.L.KL.11-12.2A</p> <p>ELA.L.LV.11-12.3</p> <p>ELA.W.IW.11-12.2</p> <p>ELA.W.RW.11-12.7</p> <p>ELA.SL.PE.11-12.1.C</p> <p>ELA.W.IW.11-12.2.D</p> | <p>Reading with pictures</p> <p>Decodable texts with repetitive sentences composed of CVC and sight words</p> <p>Students pointing to objects named to a progression of saying things teacher points to</p> <p>Home vocabulary (furniture/appliances)</p> <p>Copying in notebooks</p> <p>Labeling pictures</p> <p>Grammar: simple present, pronouns, to be, have, capitalization, punctuation</p> | <p>Reading groups for decoding &amp; fluency</p> <p>Writing about the story with 5 Ws</p> <p>Creating a plot diagram</p> <p>Vocabulary for 5 Ws (character, setting, etc)</p> <p>Vocabulary plot diagram: exposition, rising action, etc.</p> <p>listening to current pop culture music (what are the lyrics)</p> | <p>-WIDA Can-Do descriptors checklist</p> <p>- Teacher refer to: <a href="#">ELD - Language Proficiency</a></p> <p>-Teacher refer to: <a href="#">WIDA - ELD Standards</a></p> <p>-WIDA writing and speaking rubrics</p> |
| <b>5-6 RESOURCE S</b> | <p>-Teacher created</p> <p>-F &amp; P leveled readers</p> <p>-iLit</p> <p>-internet sites (listed under “Key Resources”)</p>  |   |   |  |

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| <p><b>7-8 SKILLS</b></p>     | <p>WIDA 1,2<br/> NJSLA 9-12<br/> ELA.L.SS.11-12.1<br/> ELA.L.SS.11-12.1.C<br/> ELA.L.KL.11-12.2<br/> ELA.L.KL.11-12.2A<br/> ELA.L.LV.11-12.3<br/> ELA.W.IW.11-12.2<br/> ELA.W.RW.11-12.7<br/> ELA.SL.PE.11-12.1.C<br/> ELA.W.IW.11-12.2.D</p> | <p>Review weeks 5 - 6 instruction<br/> Sentence structure<br/> Hi-frequency words<br/> cognates (perfect, near-perfect, and false)<br/> Saying numbers (19 69 not one thousand nine hundred...)<br/> Cardinal numbers (1st,2nd,..) - How is this done in L1?<br/> Roman numerals in textbooks</p> | <p>Creating sentences with high-frequency words<br/> Creating a paragraph with sentence starters, sentence frames, or drawing on their academic learning from September till now<br/> Students reading to the teacher and / or classmates their writing</p> | <p>The teacher analyzes all writing samples<br/> The teacher analyzes fluency in reading leveled texts<br/> The teacher analyzes students' listening and compliance skills<br/> -WIDA Can-Do descriptors checklist<br/> - Teacher refer to: <a href="#">ELD - Language Proficiency</a><br/> -Teacher refer to: <a href="#">WIDA - ELD Standards</a><br/> -WIDA writing and speaking rubrics</p> |
| <p><b>7-8 RESOURCE S</b></p> | <p>-Teacher created<br/> -F &amp; P leveled readers<br/> -iLit<br/> -internet sites (listed under "Key Resources")</p>  |   |   |   |
| <p><b>9 SKILLS</b></p>       | <p>WIDA 1,2<br/> NJSLA 9-12<br/> ELA.L.SS.11-</p>   | <p>GRAMMAR:<br/> nouns, verbs<br/> simple present</p>   | <p>note-taking<br/> ESL games for grammar (ESL library, blooket, Dave's</p>   | <p>Culmination of first unit:<br/> <b>Reading/Writing:</b><br/> quizzes on grammar</p>  |

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|  | <p>12.1</p> <p>ELA.L.SS.11-12.1.C</p> <p>ELA.L.KL.11-12.2</p> <p>ELA.L.KL.11-12.2A</p> <p>ELA.L.LV.11-12.3</p> <p>ELA.W.IW.11-12.2</p> <p>ELA.W.RW.11-12.7</p> <p>ELA.SL.PE.11-12.1.C</p> <p>ELA.W.IW.11-12.2.D</p> | <p>past</p> <p>future</p> <p>adjectives</p> <p>prepositions</p> | <p>ESL Cafe, teacher created)</p> <p>Using vocabulary in writing a paragraph (choice of topic)</p> <p>identifying parts of speech in text</p> <p>Compliments-writing (teacher created)</p> | <p>identification</p> <p><b>Speaking/Listening;</b></p> <p>student creating a mini lesson on a part of speech to present to peers.</p> <p>Peers will leave a "glow up" - a positive comment.</p> <p>-WIDA Can-Do descriptors checklist</p> <p>- Teacher refer to: <a href="#">ELD - Language Proficiency</a></p> <p>-Teacher refer to: <a href="#">WIDA - ELD Standards</a></p> <p>-WIDA writing and speaking rubrics</p> |
| <p><b>9</b></p> <p><b>RESOURCE</b></p> <p><b>S</b></p> | <p>-Teacher created</p> <p>-F &amp; P leveled readers</p> <p>-iLit</p> <p>-internet sites (listed under "Key Resources")</p> <p>-Side by Side Materials</p>   |   |  |   |