ESL-LCD Level A- Unit 1 -Emergent LoCasale

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

Unit Focus

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

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

1Language for Social & Instructional Purposes

2Language for Language Arts

3Language 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
• WIDA 1 & 2 (Screener or ACCESS overall 1.0 -2.4)	The emergent student will become proficient in WIDA 'Can-Do' skills Level 1	• Match icons and symbols to words, phrases or environmental print • Identify concepts about print and text features	• Label objects, pictures, diagrams • Draw in response to a prompt • Produce icons, symbols, words, phrases to convey messages	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures or illustrations	• Name objects, people, pictures • Answer WH- (who, what, when, where, which) questions

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit

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

		-Following a schedule -Using Google Classroom (email/announcements) -Changing clothes for the gym class -How students and teachers relate to, and address, one another -The roles of school personnel and who to go to with specific concerns -What to do in emergency drills -Designating an ESL Ambassador (similar to Freshmen Mentor) -Talk about how you feel (bilingual guidance counselor meet & greet) -Introducing yourself	comprehension)	
1-2 RESOURCES	-Teacher created -F & P leveled readers -iLit -internet sites (listed under "Key Resources")			
3-4 SKILLS	WIDA 1,2 NJSLA 9-12 ELA.L.SS.11-12.1 ELA.L.SS.11-12.1.C ELA.L.LV.11-	Finish from week 1 & 2 Review week 1 & 2 (from above) -Teacher-created document (student addresses to each teacher) asking for content-specific vocabulary relating to what they are teaching	Practice activities to lay a strong foundation -- same as week 1 & 2 or teacher create new -Students will recreate their schedules	Culmination of 4 week period: **Speaking & Reading** : Use a F & P leveled reader to listen to student read for decoding & fluency **Writing**: Teacher read a short sentence for

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

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

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

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