

ESL-LCD Level A- Unit 2-Emergent LoCasale

Content Area: **ESL**
Course(s):
Time Period: **MP2**
Length: **45**
Status: **Published**

Unit Focus

This unit will focus more on decoding, basic print concepts, and sight words. This will be incorporated into sentence formation. All 4 language domains will continue to be reviewed for spiraling and elaboration. Instructor will teach common sound-letter combinations, vowel teams, r controlled vowels, and multisyllabic words and digraphs. Fluency will be introduced, modeled and practiced in this foundational unit by reading F & P leveled readers.

Rationale

Our goal in this unit is to keep a strong English language learning foundation growing. Students are still reviewing the basics and adding on to their knowledge base. This unit will begin the connection to ELA standards: the 5W's (who, what, when, where, & why) -- which is character, plot, setting, time period, and theme. This construct will continue through high school and in every content area, as well as in life post-school.

Through all the LCD levels, the needs of current thematic, vocabulary-rich instruction and real-world contexts will be introduced, practiced, and learned for academic success.

WIDA Standards / ELP Standards

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 2 - participate in grade level oral and written exchanges

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 8 - determine meaning of words

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">WIDA 1 & 2 (Screeners or ACCESS overall 1.0 -2.4)	The emergent student will become proficient in WIDA 'Can-Do' skills Level 1	<ul style="list-style-type: none">Match icons and symbols to words, phrases or environmental printIdentify concepts about print and text features	<ul style="list-style-type: none">Label objects, pictures, diagramsDraw in response to a promptProduce icons, symbols, words, phrases to convey messages	<ul style="list-style-type: none">Point to stated pictures, words, phrasesFollow one-step oral directionsMatch oral statements to objects, figures or illustrations	<ul style="list-style-type: none">Name objects, people, picturesAnswer WH- (who, what, when, where, which) questions

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Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Sight words	Social language - greetings, asking Qs for help
Multisyllabic words	Alphabet sound, phonics, decoding
Sentence writing	Organization Skill - notebooks, copying
ELA terminology	Listening skill - transcribing dictation
Fluency	
Short writing pieces	
Cognates	
Phonetic decoding	

Bi-Weekly Scope and Sequence

WEEKS	Standards	Learning Targets	Activities	Assessment
1-2 SKILL	WIDA 1,2	Reading with pictures	Teacher discourse	-Teachers use formative anecdotal analysis
	NJSLA 9-12	Picture-based texts	Student-to-student discourse	-Exit tickets
	ELA.L.SS.11-12.1	Decodable texts with repetitive sentences composed of CVC and sight words	Log on to district-approved internet sites	-Short “pop” quizzes on understanding
	ELA.L.SS.11-12.1.C	Students pointing to objects named in a progression of saying things, the teacher points to		-Game play with decoding words
	ELA.L.KL.11-12.2	Copying in notebooks	Copying notes (possibly translating for comprehension)	-weekly vocabulary quizzes on vocab (picture matching)
	ELA.L.KL.11-12.2A	Labeling pictures		
	ELA.L.LV.11-12.3	Decoding multisyllabic words		
	ELA.W.IW.11-			

	<p>12.2</p> <p>ELA.W.RW.11-12.7</p> <p>ELA.SL.PE.11-12.1.C</p>			<p>-WIDA Can-Do descriptors checklist</p> <p>- Teacher refer to: ELD - Language Proficiency</p> <p>-Teacher refer to: WIDA - ELD Standards</p> <p>-WIDA writing and speaking rubrics</p>
1-2 RESOURCES	<p>-Teacher-created</p> <p>-F & P leveled readers</p> <p>-iLit</p> <p>-Side by Side Materials</p> <p>- Phonics/decoding</p>			
3-4 SKILLS	<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.11-12.3</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>Finish from weeks 1 & 2</p> <p>Review week 1 & 2 (from above)</p> <p>Root words, prefixes, and suffixes (morphology) to decode</p>		<p>-WIDA Can-Do descriptors checklist</p> <p>- Teacher refer to: ELD - Language Proficiency</p> <p>-Teacher refer to: WIDA - ELD Standards</p> <p>-WIDA writing and speaking rubrics</p>

<p>3-4 RESOURCES</p>	<ul style="list-style-type: none"> -Teacher-created -F & P leveled readers -iLit (or equivalency) -Side by Side Materials -internet sites (listed under “Key Resources”) 			
<p>5-6 SKILLS</p>	<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>Introduce F & P leveled readers (or choice) model fluency</p> <p>Students will practice a phrase to a sentence to multiple sentences with fluency.</p> <p>Students will speak aloud in class.</p> <p>Students will begin re-telling the short texts they read (with emphasis on the ELA literary elements)</p>	<p>Reading groups for decoding & fluency</p> <p>Writing about the story with the 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>Speaking their opinion (my favorite...)</p>	<p>-WIDA Can-Do descriptors checklist</p> <p>- Teacher refer to: ELD - Language Proficiency</p> <p>-Teacher refer to: WIDA - ELD Standards</p> <p>-WIDA writing and speaking rubrics</p>

<p>5-6 RESOURCES</p>	<ul style="list-style-type: none"> -Teacher-created -F & P leveled readers -iLit -Side by Side Materials -internet sites (listed under “Key Resources”) 			
<p>7-8 SKILLS</p>	<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>Texts will be deconstructed for students to determine the main idea, structure, and evidence.</p> <p>Students will continue skills from weeks 5 & 6 and begin listening to the instructor telling a story. This incorporates listening & note-taking.</p> <p>Text types will be introduced to the three main text types: Narratives, informational, and opinion pieces.</p> <p>Students practice with sentence frames.</p>	<p>Writing about their favorite (opinion writing)</p> <p>Creating sentences with high-frequency words</p> <p>Creating a paragraph with sentence starters, sentence frames, or drawing on their academic learning from September till now</p> <p>Students reading to the teacher and/or classmates their writing</p> <p>ESL games</p> <p>IXL for skill mastery at the leveled grade</p>	<p>The teacher analyzes all writing samples</p> <p>The teacher analyzes fluency in reading leveled texts</p> <p>The teacher analyzes students' listening and compliance skills</p> <p>-WIDA Can-Do descriptors checklist</p> <p>- Teacher refer to: ELD - Language Proficiency</p> <p>-Teacher refer to: WIDA - ELD Standards</p> <p>-WIDA writing and speaking rubrics</p>
<p>7-8</p>				

RESOURCES	<ul style="list-style-type: none"> -Teacher-created -F & P leveled readers -iLit -Side by Side Materials -internet sites (listed under “Key Resources”) 			
9 SKILLS	<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>Practice skills from this unit:</p> <p>Create an opinion piece about their favorite....</p> <p>Topic sentence, supporting ideas, and conclusion in the most basic format.</p> <p>Peers asking questions about peers' written opinion pieces</p> <p>Decoding new texts</p> <p>Answering questions about the text</p> <p>Listen to the instructor and take notes about what they feel is important</p>	<p>note-taking</p> <p>ESL games for grammar (ESL library, booklet, Dave's 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>The instructor will evaluate student skills in each language domain to direct further re-teaching in small groups for the next unit.</p> <p>-WIDA Can-Do descriptors checklist</p> <p>- Teacher refer to: ELD - Language Proficiency</p> <p>-Teacher refer to: WIDA - ELD Standards</p> <p>-WIDA writing and speaking rubrics</p>
9 RESOURCES	<ul style="list-style-type: none"> -Teacher-created -F & P leveled readers 			

	<ul style="list-style-type: none">-iLit-Side by Side Materials-internet sites (listed under “Key Resources”)			
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