ESL-LCD Level A- Unit 3-Emergent LoCasale

Content Area: **ESL**
Course(s):
Time Period: **MP3**
Length: **45**
Status: **Published**

Unit Focus

This unit will focus on student collaboration, partner work, and transitioning from speaking in front of the teacher to speaking in front of classmates. A regular schedule of opportunities to speak will be embedded into weekly plans. From the simplistic (what do you see in this picture & point it out so we all see it) to a single slide presentation of research: EXAMPLE- "Who is/was Ben Franklin?" Vocabulary that is introduced and used will be common Tier 3 words found by the student, instructor, or provided by content area teachers from the school. Decoding and pronunciation will continue to be an integral part in lowering the affective filter for ML students when in general education classrooms.

Rationale

The target is assimilation of the ML student into school life with diverse groups of people. Students with commonalities stay together, and by increasing their confidence level in speaking, the ML will feel more invested and integral to education. This stage at mid-year will lay the foundational vocabulary and sound system needed to begin accessing grade-level materials.

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 1 - construct meaning from oral discourse and literature

ELP 2 - participate in 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 the 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
• WIDA 1 & 2 (Screener or ACCESS overall 1.0 -2.4)	The emergent student will be transitioning to the 'Can-Do" skills in Level 2	• Locate and classify information • Identify facts and explicit messages	• Make lists • Produce drawings, phrases, short sentences,	• Sort pictures and objects according to oral instructions • Follow the two-	• Ask WH-questions • Describe pictures, events, objects, and people • Restate

		• Select language patterns associated with facts	and notes • Give information requested from oral or written directions	step oral directions • Match information from oral descriptions to objects, illustrations	facts

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Speaking in front of one or more peers	Sight words
Presenting by talking and pointing at a created slde	Multisyllabic words
Learning Tier 3 common vocabulary	Sentence writing
Categorizing & sequencing	ELA terminology
Phonetic decoding	Fluency
Cognates	Short writing pieces

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-	-High interest low level texts -Intro 3-2-1 after reading -Tier 3 vocabulary (science words) -Etymology of words -Cognates	-Teacher discourse -Student-to-student discourse -Student class time to find possible cognates or L1 translation words -Copying notes (possibly	-Teachers use formative anecdotal analysis -Exit tickets -Short “pop” quizzes on understanding -Game play with

	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	-Copying in notebooks (skill) -Labeling and using graphic organizers -Decoding multisyllabic words	translating for comprehension) Library visit full class (plan with librarian to learn an aspect of media there)	decoding words -weekly vocabulary quizzes on vocab -Teacher reflects on 3-2-1 participation -WIDA Can-Do descriptors checklist - Teacher refer to: ELD - Language Proficiency -Teacher refer to: WIDA - ELD Standards -WIDA writing and speaking rubrics
1-2 RESOURCES	-Teacher-created -F & P leveled readers -iLit -Side by Side Materials -Phonics/decoding			
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-	-Review week 1 & 2 (from above) -Use the 3-2-1 strategy from text, or video clip -Etymology of high level words. -Presenting vocabulary	-Game play with words -Semantic maps -Word web maps -Writing with vocabulary words to explain their meaning to others	-Vocab quizzes -Presentation evaluations -Collaboration analysis -Teacher reflects on 3-2-1 participation

	12.3 ELA.W.IW.11-12.2 ELA.W.RW.11-12.7 ELA.SL.PE.11-12.1.C	word(s) to peers (speaking in English aloud in class) -Science Tier 3 vocabulary used in sentences & explanations	-IXL skill station	-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) -Side by Side Materials -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-	-High interest low level texts -Tier 3 vocabulary (math words) -Etymology of words -Copying in notebooks -Labeling and using graphic organizers -Decoding multisyllabic words -Students choose a book to read independently and re-tell the story to peers	-Students will independently (or with partner) read a book of choice to re-tell the story. Drawing scenes , using images, and adding musical thematic background . -Math word web maps -Writing with Math vocabulary	-Station work -Speaking and explaining math vocabulary word -IXL skill for mastery -WIDA Can-Do descriptors checklist - Teacher refer to: ELD - Language Proficiency

	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	-Cognates		-Teacher refer to: WIDA - ELD Standards -WIDA writing and speaking rubrics
5-6 RESOURCES	-Teacher-created -F & P leveled readers -iLit -Side by Side Materials -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	-Students will complete work from weeks 5 -6 -Students will complete their independent (or partner) reading & retelling to of story to classmates -Tier 3 vocabulary (history words)	-Students create word maps for vocabulary - independently - Students will independently (or with partner) read a book of choice to re-tell the story. Drawing scenes , using images, and adding musical thematic background . Library visit full class (plan with librarian to learn an aspect of media there)	-Instructor will determine if students can create a graphic organizer independently or need review -Teacher will review IXL skill students were assigned -WIDA Can-Do descriptors checklist - Teacher refer to: ELD - Language Proficiency

	ELA.W.RW.11-12.7 ELA.SL.PE.11-12.1.C ELA.W.IW.11-12.2.D			-Teacher refer to: WIDA - ELD Standards -WIDA writing and speaking rubrics
7-8 RESOURCES	-Teacher-created -F & P leveled readers -iLit -Side by Side Materials -internet sites (listed under "Key Resources")			
9 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-	Practice skills from this unit: Research a person, place, or thing you find interesting. Read and report	Students practice research skills in regards to appropriate websites Students read, find images (or draw), and present to classmates. -Grammar review sheets to correct (spelling, capitalization, etc)	-Eval presentation (in speaking & researching) -Eval grammar corrections found -WIDA Can-Do descriptors checklist - Teacher refer to: ELD - Language Proficiency -Teacher refer to: WIDA - ELD Standards -WIDA writing and speaking rubrics

	12.1.C ELA.W.IW.11-12.2.D			
9 RESOURCES	-Teacher-created -F & P leveled readers -iLit -Side by Side Materials -internet sites (listed under “Key Resources”)			