ESL-LCD Level B- Unit 1- Intermediate LoCasale

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

Unit Focus

The intro unit will consist of a quick review of LCD A: end-of-year learning. (Short texts with main idea, details, theme, elements of literature, writing a full sentence, etc.). The instructor will analyze all available data to establish groupings for each language domain needing support and development. Students will have been exposed to the Workshop Model in other academic classes but will in this LCD B class they will learn the nuances of transitioning and collaboration.

Rationale

This year-long English intermediate language learning development will strengthen control of L2 while using strategic scaffolds, explicit language instruction, and structured academic practice to access grade-level content. The ML student will grow to feel more comfortable communicating with content area teachers and participating with non-ML classmates. The instructor's objective this year is to provide support, advocate for students when necessary, and encourage a gradual release of ML to L2 communication. This year will focus on close readings, guided writing, using templates of graphic organizers/ web/ sentence frames, small group discussions to practice language, and retelling events in sequential order, whether it is a story, a piece of text, or putting together a favorite snack.

This year the instructor will focus on: Reading - main ideas, supporting details. Writing - paragraph development, argumentative, and explanatory. Language- grammar and vocabulary development. Speaking & Listening- discourse and presentations.

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 2 - participate in grade -appropriate oral and written exchanges of information and ideas

ELP 3 - speak and write about grade-appropriate complex literary and informational text and topics

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- create clear and coherent grade-appropriate speech and text

Objectives

The intermediate student will become proficient in WIDA 'Can-Do' skills Level 2 by mid - year to transition to attaining the Level 3 "Can-Do' descriptors.

Content Area Language Objective	Language Development	Reading	Writing	Listening	Speaking

• WIDA 2 & 3 (Screener or ACCESS overall 2.5 - 3.4)	The intermediate student will be transitioning to the 'Can-Do" skills in Level 3 (listed in chart)	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Produce bare-bones expository or narrative texts • Compare/ contrast information • Describe events, people, processes, procedures	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Formulate hypotheses, make predictions • Describe processes, procedures • Retell stories or events

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Reading more complex texts (some with visuals, graphics, or audio)	Analysis of main idea, evidence, and identifying textual elements: 5Ws, problem/solution, cause/effect, and compare/contrast
Identify theme in texts and provide proof (cite evidence)	Study of prefixes, suffixes, root words (etymology & morphology) possible connections to L1
Describe a process (sequentially)	Cognates
Writing sentences about a single topic	Academic research and discourse
Transitioning topical sentences into a paragraph (elaboration)	Phonetic decoding
Speaking to present a topic	Independent student tasks
Practicing peer collaboration and physical transitioning among work stations	

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	- Students will collaborate to read scaffolded texts to determine the theme and cite evidence -Students will practice collaboration with explicit teacher modeling -Students will describe a process (How to make a sandwich --- sequentially and using transition words. - Students will transition to and from various academic tasks in a single class period -Time and adverbial clauses	-Students will complete reflections on their L2 ability -Conferencing to compare student reflections with actual ACCESS data -Grammar and conventions check (worksheets, online resources,do-nows, exit tickets) -Read for comprehension the adapted text -Students choose the process they want to describe	-Evaluate student reflections on L2 learning -Exit tickets -Do nows -Conferencing in L2 -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			
	WIDA 1,2	-Mini lessons phonics, decoding, vocabulary, or	-Students will write about a topic they are familiar	- -Teachers use

3-4 SKILLS	NJSLA 9-12 ELA.L.SS.11-12.1 ELA.L.SS.11-12.1.C 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	grammar and mechanics) -Students will write a cohesive paragraph -Students will utilize technology to create a visual -Students will convey information in L2 - Students will read to determine the theme and the details for proof -Students will practice collaboration and transition movement within work stations	with (cooking, sport, music, etc.) -Students will create a few slides (5 or fewer) on this choice topic -Students will use sentence frames to guide them through the writing process	formative anecdotal analysis -Exit tickets -Game play with decoding words -weekly vocabulary quizzes on vocab -Presentation evaluations -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")			
	WIDA 1,2 NJSLA 9-12 ELA.L.SS.11-	-Mini lessons phonics, decoding, vocabulary, or grammar and mechanics) -Responding in full	--Students will find main ideas and details using short pieces of	-Teacher eval participation in speaking and listening

5-6 SKILLS	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	sentences in L2 -Students turn and talk (or practice pronunciation with a partner or in a group) -Reading non-fiction text to learn strategies for comprehension (teacher provided - full class)	non-fiction texts -Decoding and phonics games -Cold-read texts for decoding and pronunciation -Students will refer to graphic organizers and attempt to complete work independently -Peer teaching in L1	-Exit tickets -Do nows -Grammar/mechanics corrections -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 -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	-Mini lessons phonics, decoding, vocabulary, or grammar and mechanics) -Responding in full sentences in L2 -Student will practice Q&A on various topics	-Open-ended questions to elicit full responses -Students and instructor both creating questions to randomly ask (fun - community building,	-The instructor will evaluate participation and learning in the oral responses -Evaluating the created questions

	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		academic - eliciting tier 2 and 3 vocabulary) -Concept map for phonics rules Library visit full class (plan with librarian to learn an aspect of media there)	-Evaluating answers -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 -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-	-Mini lessons phonics, decoding, vocabulary, or grammar and mechanics) -Students will read leveled texts independently aloud (to the instructor), identify the theme, and provide evidence in written form. -Students will be introduced to the author's point of view and tone	-Students will read aloud -Students will analyze text to write about the textual theme and cite evidence -Students will collaborate to analyze short texts to identify the author's point of	-Eval presentation (in speaking) -Eval decoding/fluency -Eval writing (mechanics, comprehension) -Teacher anecdotal observations on student engagement and effort

	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		view and tone -Students will add information to class anchor charts	-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 -Side by Side Materials -internet sites (listed under "Key Resources")			