ESL-LCD Level B- Unit 2- Intermediate LoCasale

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

Unit Focus

The focus on LCD B - Unit 2 will be elaboration: both in writing and speaking. Students will write multi-paragraph explanatory pieces. Students will read aloud their writing for peer review (critique and praise in L2). The instructor will be very cognizant of moving the student from functional/social language to early academic language.

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-L2 communication.

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 1- construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing

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 8 - determine the meaning of words and phrases in oral presentations and literary and informational text.

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 aloud for fluency, intonation, and tone	Reading more complex texts (some with visuals, graphics, or audio)
Students will create complex and compound sentences	Identify theme in texts and provide proof (cite evidence)
Students will learn complex grammar tenses	Describe a process (sequentially)
Writing a compact essay	Writing sentences about a single topic
Writing multi-paragraph essays	Transitioning topical sentences into a paragraph (elaboration)
Reading essays aloud	Speaking to present a topic
	In class transitioning and peer collaboration

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 read aloud with intonation and expression- -Students will write an explanatory paragraph on an academic topic (geology, hybrid engines, etc) -Students will work with words (vocabulary, cognates, academic content terminology, connotations and denotations). -Context clues - strategy	-Short pieces of text with obvious emotions will be modeled and practiced -Students will practice Reader's Theater as a choral group before the independent production of language -Word work station (vocabulary/cognate/graphic organizers/etc...) Library visit full class (plan with librarian to learn an aspect of media there)	-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			
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.11-12.3 ELA.W.IW.11-12.2 ELA.W.RW.11-12.7 ELA.SL.PE.11-12.1.C	-Students will be introduced to, learn and practice complex punctuation and simple, compound, and complex sentences in their writing -Writer's workshop style (journaling) will be explicitly taught - Compact essay explicitly taught **Topic Sentence:** State the main point or argument of the paragraph. **Evidence/Detail:** Introduce a specific example or quote from a text. **Commentary:** Explain how the evidence supports your topic sentence. **Further Commentary:** Elaborate more on the evidence's significance. **Second Evidence/Detail:** Introduce another supporting detail or quote. **Commentary:** Explain the connection of this second piece of evidence. **Further**	-Students will use sentence frames to craft complex sentences. -Writing Station with class prompt, personal choice entries (establish routinely writing) -Compact essay starters	- -Teachers use 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

		Commentary: Deepen the analysis of the second point. **Concluding Sentence:** Wrap up the paragraph by restating your thesis or offering a final thought		
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.11-12.3 ELA.W.IW.11-12.2 ELA.W.RW.11-12.7	-Students will be exposed to grammar structure in: simple present, present continuous, and possessives -Students will present (topic choice and Google Slides) using these grammar tenses	-Students will write different ideas in the various grammar structures -Students will use specific new vocabulary to craft three to five sentences about the vocabulary word. -Students will read their ideas aloud -Students will listen to a recording of text -Students will record themselves reading the same text	-Teacher eval participation in speaking and listening -Exit tickets -Do nows -Grammar/mechanics corrections -WIDA Can-Do descriptors checklist - Teacher refer to: ELD - Language Proficiency -Teacher refer to: WIDA - ELD Standards

	ELA.SL.PE.11-12.1.C ELA.W.IW.11-12.2.D			-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 ELA.W.RW.11-12.7 ELA.SL.PE.11-12.1.C	-Students will read grade-level material with scaffolds for decoding, fluency, and comprehension. -Students will listen to and watch a TED Talk or other podcast or video clip for notetaking practice -Students will rework their 8-sentence compact essays to elaborate on each itemized step to create a 5-paragraph essay -All parts of speech explicit)	-Students will work in pairs to read text aloud (decoding and fluency), then use various resources for comprehension of the text -Students will share their TED Talk (podcast/video clip) notes Library visit full class (plan with librarian to learn an aspect of media there)	-The instructor will evaluate participation and learning in the oral responses -Evaluating the created questions -Evaluating answers -WIDA Can-Do descriptors checklist - Teacher refer to: ELD - Language Proficiency -Teacher refer to: WIDA - ELD Standards -WIDA writing and speaking rubrics

	ELA.W.IW.11-12.2.D			
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.11-12.1.C ELA.W.IW.11-12.2.D	-Students will learn how to write an 8-sentence compact essay -Students will expand their compact essays into a 5-paragraph essay -Students will use textual evidence for essays -Writing on demand (compact essay)	-Students will use sentence frames and a graphic organizer (teacher-created) to practice the compact essay -Teacher models provided for student choice	-Eval presentation (in speaking) -Eval decoding / fluency -Eval writing (mechanics, comprehension) -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")			