ESL-LCD Level B- Unit 3- Intermediate LoCasale

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

Unit Focus

The focus on LCD B - Unit 3 will be to build a strong writing and speaking foundation. Students will express themselves orally and in writing to persuade (instructor will select current student topics and sentence frames to teach how persuasion uses emotions). The students will then be taught the difference between persuasion and argumentative writing. The last 3 weeks of the marking period will be students using technology , school resources, and teacher created resources to learn and practice argumentative writing with a final formal slide presentation. Students will be guided towards more independent learning: reding and processing (breaking down) prompts, multistep directions, and multistep questions.

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 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 5 - conduct research and evaluate and communicate findings to answer questions or solve problems

ELP 6 - analyze and critique the arguments of others orally and in writing

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 10- make accurate use of standard English to communicate in grade-appropriate speech and writing

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	Reading	Writing	Listening	Speaking

Language Objective	Development				
• 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
Students will learn more grammar: past continuous, modals (connect to L1)	Reading aloud for fluency, intonation, and tone
Continue Academic content vocabulary	Students will create complex and compound sentences
Express opinions for persuasion	Students will learn complex grammar tenses
Build an argument for argumentative writing	Writing a compact essay
Formal slide presentation	Writing multi-paragraph essays
Analysis on argumentative essay	Reading essays aloud
Self-reflection analysis	

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	-Compare and contrast literary elements -Academic/ new vocabulary -Grammar past continuous (connect to L1) -Modals (can , could, may, must, etc...) (connect to L1)	- Using F & P leveled books, teacher work stations will infuse discourse about the literary elements of 2 or more short books -Students will work with words in their vocabulary station (bringing in unknown words from their content teachers) -Students will create scenarios of dialogue using past continuous (teacher creates sentence stems) -Students will sort teacher-created sentences to separate modals and make their own (using a Mad Libs-type format) 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	-Express opinions and requests with reasons and evidence (persuasion) -Academic/ new vocabulary - Grammar: past continuous and modals	-Students will create "what I wish I had" lists - Students will act out speaking scenarios, asking for the things they wish they had in a spontaneous skit -Students will complete short writing requests for their wish list - Students will create a more mature persuasive argument to get something they want	- -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

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 ELA.SL.PE.11-12.1.C ELA.W.IW.11-12.2.D	-Building an argument (foundation for argumentative -Grammar: past continuous and modals in writing academic/ new vocabulary	-Teacher and student created examples -Student stations will be used to lead students through the steps to build an argument with evidence. (Use technology for each step) - Students will find their own arguable topic	-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 -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 ELA.W.IW.11-12.2.D	-Presentations for building and developing an argument - Counterclaims researched and discussed -Academic/ new vocabulary - Grammar: past continuous and modals	-Students will work on their argumentative projects - converting writing into slides to be orally read aloud. -Teacher reteach stations for argumentative steps -Teacher station on counterclaim research -Students practice editing and revising peer work -Students will use technology to view examples of argumentative writing -Students will read their slides out loud & standing to a partner, then a group to practice speaking -Students will critique peers to encourage their	-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

			efforts Library visit full class (plan with librarian to learn an aspect of media there)	
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	- Peer review before presentation -Formal presentations on an argumentative essay topic with counterclaim acknowledgement, and references APA notated	-Students will review parts of the argumentative writing process -Students will present their argumentative essays -Analysis on each presentation (via critique and glow up using teacher-created rubric) -Self-reflection on essay using teacher created rubric	-Eval presentation (in speaking) -Eval decoding / fluency -Eval writing (mechanics, comprehension) -Teacher feedback on essays -WIDA Can-Do descriptors checklist - Teacher refer to: ELD - Language Proficiency -Teacher refer to: WIDA - ELD Standards

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