ESL-LCD Level B- Unit 4- Intermediate LoCasale

Content Area: **ESL**
Course(s):
Time Period: **MP4**
Length: **45**
Status: **Published**

Unit Focus

The focus on LCD B - Unit 4 will be elaboration: both in writing and speaking. Students will write multi-paragraph explanatory pieces. Students will be reading more informational texts, learning vocabulary in context, and understanding complex ideas and explaining those ideas. The instructor will maintain each lesson with SWRL in mind--weekly lessons should incorporate a Speaking, Writing, Reading, and Listening component.

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. We are working toward more independence but all supports are visible in room.

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.

In this final unit, the instructor will reflect and evaluate each student's language domain from classwork completed this year. The instructor will determine if the student is prepared for LCD C.

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 2 - participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions

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 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 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
Academic writing	Students will learn more grammar: past continuous, modals (connect to L1)
Claims and rebuttals	Continue Academic content vocabulary
Participating by speaking in complete academic sentences	Express opinions for persuasion
Listening and note taking	Build an argument for argumentative writing
Process complex instructions	Formal slide presentation
Poetry & figurative language (connect to L1 when	Analysis on argumentative essay

possible)	
	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	- Reading grade-level appropriate short stories and/or graphic novels -Visual representations of novels via character journey maps - Grammar: future tenses and conditionals -Writing (journaling, personal dictionary, reflection logs, history response journals, math explanations, free writing, etc...)	-Character journey maps -Character analysis essay using the journey map -Students will create 5Ws flip books on their reading -Guided note-taking -Students will create a narrative using future tense verbs and conditionals with teacher scenario starters. -Students will read their stories aloud Library visit full class (plan with librarian to learn an aspect of media there)	-Evaluate participation -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	-Teacher-created -F & P leveled			

RESOURCES	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	-A review of complex and compound sentences -Reading to find independent and dependent clauses in class reading -Writing (every week)	-Sentence sort (compound and complex) -Students will "operate" on sentences that are run-ons. -Word play - students use 'FANBOYS' to sort and create sentences -3 student games (#1 sentence start, #2 conjunction, #3 compound or complex it) -	-Evaluate student clarity on presenting- -Teachers use formative anecdotal analysis -Exit tickets -Game play with sentences -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	-Content area article to read, video to watch, group to discuss content, and writing a paragraph for cause and effect (e.g., Climate Change topic) -Intro to poetry & figurative language -Literal vs. figurative language -Vocabulary for poetry -Listening to poets read their material	-Poetry station in L1 & English -Find similes & metaphors in short poems -Write 3 metaphors about yourself -Identify similes and metaphors in current music -Writing sentences using personification	-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	--Poetry continues -Examine L1 poetry for ending rhyme sounds, stanzas, rhyme pattern, and compare to English poems - Intro to Gothic Horror -Read Edgar Allen Poe -Tongue Twisters	-Hyperbole writing station - Listening to Poe (eslbits) -Finding poetry to read aloud (L1 translated or English) - Match poetry vocabulary with definitions - provide an example -Record themselves speaking a tongue twister 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 -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”)			
	WIDA 1,2 NJSLA 9-12 ELA.L.SS.11-	-Revising flat (without figurative language) lines in poetry (using strong figurative language).	-Poetry poster with figurative language labeled -Write a free verse	-Eval poem participation -Eval poster with

9 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	-What is free verse? -Presenting a poem (keep rhythm)	poem - Write a short poem with 3 figurative devices -Free verse writing -Free verse presenting	poetry labels -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")			