ESL-LCD Level C- Unit 1- Expanding LoCasale

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

Unit Focus

The focus on LCD C will be to prepare ML students for full integration into mainstream classes. This year will begin with a short review from LCD B (for evaluation, work groups, and re-teaching stations), then progress into explaining and presenting both concrete and abstract ideas, summarizing texts without extraneous information, writing 5 to 7 paragraph responses with connection to self, other texts, or world events. The emphasis this year will be on rigorous reading, analytical writing, academic discussion, research, and content-specific language (having been exposed to and practicing the academic vocabulary from LCD A and B).

Rationale

This year-long English expanding language program will prepare our MLs for choice. Choice in school: participating in extracurricular activities at school (for enrichment), getting good grades in school (to earn awards, thereby increasing pride and confidence), and choosing post-school opportunities. College, trade school, or simply traveling in the US and speaking to people. The opportunities increase for people who can communicate well in more than one language. This unit intentionally begins with personal narratives to validate students' backgrounds and lower the affective filter. By connecting personal identity to academic identity, we bridge the gap between social language and the formal, analytical language required by NJSLA standards. The focus on tone, perspective, and word families provides the immediate, high-utility vocabulary and syntax students need to move from personal reflection to academic analysis.

This year, the instructor will focus on: Reading - textual evidence, central ideas, structure and format, plus integration (or synthesis) of knowledge. Writing - narrative, argumentative, explanatory, and research. Language- grammar, academic vocabulary, and language conventions. Speaking & Listening- collaborative discourse, arguments (or debates), 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 2 - participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions

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

ELP9 - create clear and coherent grade-appropriate speech and text

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

Objectives

- Compare and contrast functions, relationships from oral information
- Analyze and apply oral information
- Identify cause and effect from oral discourse

The expanding student will become proficient in WIDA 'Can-Do' skills Level 4 -5 by the end of the year to transition from ELA for MLs and LCD C courses into ELA courses.

Content Area Language Objective	Language Development	Reading	Writing	Listening	Speaking
• WIDA 3 & 4 (Screener or ACCESS overall 3.5 -4.4)	The expanding student will be transitioning to the 'Can-Do" skills in Level 4 (listed in chart)	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Compare and contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Well-written personal narrative using literary elements of character traits, dialogue, setting,	Academic writing

sequence, etc.	
Structure (or format) using organizers to use as rough drafts	Claims and rebuttals
Publishing written work	Participating by speaking in complete academic sentences
Participation in Socratic circles	Listening and note-taking
Conduct research using citations for evidence	Process complex instructions
	Poetry & figurative language (connect to L1 when possible)
	LCD B coursework in language

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	-review LCD B -practice the writing process for a personal narrative -refine (examine) the academic register (precision of word choice) for writing and publishing -collaboration with writing partners -students will learn structure before polish.	-students will post their best work -students will view exemplars at stations leaving a glow up -students will (offer recommendations)critique sub-standard narratives -vocabulary word work -students create a vocab test for peers 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	-revisions in writing -grammar in context edit check -completion of the writing process for publishing -writing emails (formal & informal)	-Students will use sentence frames to craft complex sentences in their narratives. -IXL writing skill stations -students will read a portion of their narratives aloud -students will script the narrative piece onto notecards to 'tell their story' rather than read from paper -Students create a slide with a picture (choice) and talk about it	- -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-	- using shared or anonymous information from a personal narrative to create questions to ask each other (inner/outer circle) -select a current event to participate in a timely Socratic seminar	-Students will begin research on the Socratic seminar topic - deconstructing prompts for claims and rebuttals -creating rebuttals to teacher provided claims	-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

	12.2.D			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	-arguments and claims -refine (analyze to elaborate) academic register for speaking -presentation ideas for claims with rebuttals -textual reading and analysis of claims and opposing points of view	-Students will work in pairs to read text aloud (decoding and fluency) , then using various resources for comprehension of text -Students will listen to and share their TedTalk notes about claims and rebuttals 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

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	-analyze multiple complex themes to explain how central ideas interact and build on one another -cite strong relevant evidence -class will choose one debatable topic to practice claims and rebuttals	-Students will use sentence frames and 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
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RESOURCES	-Teacher-created -F & P leveled readers -iLit -Side by Side Materials -internet sites (listed under “Key Resources”)			