ESL-LCD Level C- Unit 2 - Expanding LoCasale

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

Unit Focus

The focus on LCD C- Unit 2 will be elaboration: both in writing and speaking. Students will write multi-paragraph argumentative or explanatory pieces. Literacy will consist of short stories, practice, and analyzing the main idea, supporting details, and literary elements. Students will practice the art of persuasion and use of rhetoric to demonstrate their development of L2. This unit will have more real-world language in mock interviews, emails for advocacy, and resume workshops.

Rationale

This year-long English expanding 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. Sudents will access grade-level academic content , express complex ideas, and self-momitor language use with strategic scaffolds (not simplification).

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 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

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
Reading aloud for fluency, intonation, and tone	Well-written personal narrative using literary elements of character traits, dialogue, setting, sequence, etc.
Students will create complex and compound sentences	Structure (or format) using organizers to use as rough drafts
Students will learn complex grammar tenses	Publishing written work

Argumentative essays	Participation in Socratic circles
Mock debates	Conduct research using citations for evidence
Using AI constructively	

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	-identifying the foundations of an argumentative piece of writing -evaluating researched citations -paraphrasing material -Students will take notes from Swales & Feak by jigsaw -short research of choice academic topic	- -students will be reading Academic Writing for Graduate Students by Swales & Feak to jigsaw and teach peers the info on writing -Students will listen to Steve Jobs' 2005 Stanford Commencement Address (Structure and Storytelling) for argumentative rhetoric -students construct claims -students review claims and construct rebuttals	-Speaking participation -Evaluate critical thinking skills -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

			-students create evidence based essay Library visit full class (plan with librarian to learn an aspect of media there)	
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 create mock emails to adults to dvocate or persuae -Students will analyze the opposing point of view for debatable topics -students will conduct a mock debate (scaffolds used) -fish bowls to practice opposing points of view	-Students will select a debatable topic -students will use AI to get ideas for elaboration on the topic chosen -Students will watch video clips on debates -Students will read a variety of current editorials -writers workshop with word work	- -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	-students will participate and critique mock interviews -students will learn how and when to use rhetoric (ethos, pathos, logos) -Students will research to understand what social justice is today -Socratic seminar to discuss social justice and advocacy -5 - 7 paragraph research essay (teacher initiated topic)	-Students will read Elie Wiesel's "The Perils of Indifference" (Ethos and Pathos) -students will research to find and read a variety of social justice texts to share with peers -students will create questions for interviews as well as use a teacher script	-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

	ELA.SL.PE.11-12.1.C ELA.W.IW.11-12.2.D			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	-planning, drafting a rhetorical essay using figurative language -students will read key pieces of their essays to peers and the teacher for revisions and edits	-Students will listen to and read speeches to identify figurative language -Students will use figurative language in their rough draft essays -Students will read Martin Luther King Jr.'s "I Have a Dream" to identify the metaphors and anaphora 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	-Students will complete and present their rhetorical essay with the inclusion of elaboration, figurative language, rhetorical devices, and opposing points of view. -Student presentations may include visuals or other modes of media: text, image, audio, video, and/or animation	-Professional Podcast: Freakonomics Radio – Teaches how to use data to support unconventional arguments in a conversational but professional tone. -students will practice public speaking with a partner in a safe space	-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”)			