ESL-LCD Level C- Unit 3 - Expanding LoCasale

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

Unit Focus

The focus on LCD C - Unit 3 will be elaboration: both in writing and speaking. Students will write multi-paragraph explanatory pieces. Instructors will begin to focus and practice on fluency, speed, and the sounds of L2 in regional areas. Students will be exposed to, and practice hearing different regional accents from the USA, listening and remembering what is delivered to them at a faster pace of speech, and practice responding at a faster pace. There is decreasing support for increasing student independence in and out of school.

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.

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	Reading more complex texts (some with visuals, graphics, or audio)
Reading for speed	Identify theme in texts and provide proof (cite evidence)
Intro to American regional accents	Describe a process (sequentially)

Deconstructing prompts	Writing sentences about a single topic
What are hooks & thesis statements (differences/similarities)	Transitioning topical sentences into a paragraph (elaboration)
Nuances in language	Speaking to present a topic
Formal language in presentations	
Bias and Propaganda	

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 historical foundational US and world literature (understand history, cultural perspective -formal presentations -domain-specific vocabulary -word nuances -deconstructing prompts -presentation skills (vocal, physical, visual) -weekly presentation update	-Historical pieces of text will be discussed and researched to view its impact on current society -Presentations with mixed media -Multi step prompts (teacher created) will be deconstructed -Students will choose a nuanced phrase, idiom, or proverb and teach their classmates the meaning. -weekly update -- students create 1 slide with a picture and 3 reasons (my favorite time of year, food, movie, etc) Library visit full class (plan with librarian to learn an aspect of media	-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

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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	-Intro to American accents: Regional Accents: This American Life – Each episode features real people from across the U.S. with varying accents, speaking speeds, and emotional ranges. (What did you hear?) -weekly presentation update	-Students will listen to different regional accents and try to discern the main idea -students will research their home country's regional accents and words -Students will teach their instructor and peers their regional words or slang (school appropriate only) -weekly update -- students create 1 slide with a picture and 3 reasons (teach a vocab word)	- -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	-author's purpose -bias, propaganda, etc... -nuance (complex verb tense - present perfect) - passive voice (textbooks) and active voice - students will listen to learn information -Students will listen to discern what is being said. -weekly presentation update	- -Students will listen to : Spontaneous Discussion: TED Talks Daily – Use the "Julian Treasure: 5 Ways to Listen Better" talk as a baseline. -Students will work independently to try to remember what they heard -Students will write different ideas in the various grammar structures -Students will read their ideas aloud -Students will find a biased article and explain to peers why it is biased. -weekly update --	-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

			students create 1 slide with a picture and 3 reasons (this or that compare/contrast two things)	
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-	-Students will practice speed listening to practice real-time synthesis -What is a thesis statement, and how is it different than an introductory statement -Hooks in media (text and other media) -weekly presentation update	-Students will listen for speed using Scientific American's 60-Second Science – Extremely dense information delivered very quickly. -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 notes -Students create a	-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

	12.1.C ELA.W.IW.11-12.2.D		slide with bias (for entertainment) -weekly update -- students create 1 slide with a picture and 3 reasons (something interesting I learned) Library visit full class (plan with librarian to learn an aspect of media there)	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	-Students will practice fluency speed using the tool (or similar tool): Spreeder – Use this to paste articles and practice "speed-reading," which helps eliminate the habit of sub-vocalizing (translating in your head). -weekly presentation update	-Students will use tongue twisters to exercise -Students will use sentence frames and a graphic organizer (teacher-created) to practice the compact essay -Student will read their essays to peers for critiques and glow-ups -weekly update -- students create 1	-Eval presentation (in speaking) -Eval decoding / fluency -Eval writing (mechanics, comprehension) -WIDA Can-Do descriptors checklist - Teacher refer to: ELD - Language

	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		slide with a picture and 3 reasons (my culture minute)	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")			