ESL-LCD Level C- Unit 4 - Expanding LoCasale

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

Unit Focus

The focus on LCD C - Unit 4 will be student independent practice (in preparation for full-time general education classes with little to no support). The MLs will speak openly in class in English, giving their thoughts, questions, and opinions with supporting examples. The instructor will ascertain that the MLs are ready to advocate for themselves respectfully (and others), that MLs can formally present a slide show with minimal notes, and that they can produce written effective communication. The overarching goal is academic independence and real world language.

Rationale

This year-long English expanding language learning course will strengthen the use and control of L2, and finalize the student's ability to use L2 in most situations in school and the community. This final unit will have been a year-long evaluation and tweaking for each student's growth towards independent use of L2. This LCD C course will show the gradual release of the student towards independent learning. The instructor will evaluate and finesse the ML student in academic language mastery, critical thinking, discourse, advocacy for self and others, and finding their identity through voice in this final unit. Students will fill out mock applications to work, to colleges, to trade schools. Public speaking will be a regular weekly occurrence.

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

5ELP 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 9 - 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 (language shadowing)	Reading aloud for fluency, intonation, and tone

Listening to podcasts for information	Reading for speed
Retelling what was heard	Intro to American regional accents
Debating to express thinking and reasoning	Deconstructing prompts
Presentational skills honed	What are hooks & thesis statements (differences/similarities)
Student voice in speaking and writing	Nuances in language
	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-	-listening to a cultural podcast - recording a presentation - speaking/writing to adults -students will speak to their	-Short pieces of text with obvious emotions will be modeled and practiced (code meshing) -Listening to podcasts such as: The Moth Podcast, best episodes on YouTube @ https://www.youtube.com/watch?v=hG3_CYv65cE&list=PLF6692DEE99C612A1– Listen to live, unscripted stories to understand how native speakers build suspense and use pauses for effect. -Listen to episodes of 6 Minutes - https://www.youtube.com/watch?v=4Oi0SuBPcuE&list=PLLg5ngPz48mp4HdMP81ei050IYNhkmVC_ discuss in groups/class - make predictions -Practice storytelling impromptu and rehearsed -weekly speaking debate-- school start times no change or later? 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

	12.1.C	classmates about a randomly selected topic -weekly speaking debate		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	-applying satire and irony to discourse and written essays -multimedia presentation -Students will apply their voice and	-Students will listen to An Old Man with Enormous Wings : https://www.youtube.com/watch?v=7IN6stfIzHI (take story notes/make inferences/discuss with class who or what he was) -Students will research satiric and ironic texts from their L1 -Students will watch video clips to determine satiric or ironic examples -Students will translate their L1 texts into L2 adaptations -Students will read L2 articles and listen to podcasts to understand the complexities of satire and irony, such as The Onion all on YouTube or A Modest Proposal by Jonathan Swift (Classic Literature)YouTube or podcasts @ https://www.youtube.com/watch?v=PTXolr_nwJE. These teach how to say the opposite of what you mean to make a point.	- -Teachers use formative anecdotal analysis -Exit tickets -Game play with decoding words -weekly vocabulary quizzes

	ELA.SL.PE.11-12.1.C	humor as part of cultural integration -students will speak to their classmates about a selected topic from a list of school topics	weekly speaking debate-- homework or no?	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	- students will create an original story - Students will practice compositional risks for emphasis -students will speak to their classmates about a current event topic	-Students will listen to TED talks around second language learners primarily living in the USA who are writers -Students will view images to promote creative ideas for writing -Students will read various texts to write an original story, such as: The Best American Short Stories (Annual Collection). This exposes students to modern, high-level prose that breaks traditional grammar rules for artistic effect. -weekly speaking debate-- collaborative or independent work	-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.I	- - responding to questions from the audience -short formal research projects -selecting an aspect of code - meshing from L1 & L2 (country music	-Students will participate in a variety of stations, researching and sharing findings on how their L1 has similarities to L2. (word work station, music station, art station, cognates, print media, etc...) - Students read a code-meshing cultural critique article, such as: Chimamanda Ngozi Adichie: The Danger of a Single Story on TedTalk @ https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story– A perfect text for the "Code-Meshing" week to discuss how to balance heritage with a second language -weekly speaking debate-- 4-day school week with one extra hour per day 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

	W.11-12.2 ELA.W.RW.11-12.7 ELA.SL.PE.11-12.1.C ELA.W.IW.11-12.2.D	there and here, modern art there and here, etc) - synthesize information from code-meshing to present and hold discourse -students will speak to their classmates about a personal choice topic (getting pre approval)		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	-listening without visual support -read grade-level text with minimal support -bias (pathos, logos, ethos - not inherently biased) - rhetorical tools to persuade, debate, argue - spontaneous class debates	-Student personal reflections on growth and learning L2 - debates and counter-proposals (articles) -weekly speaking debate-- social media harmful or helpful?	-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
9 RESOURCES	-Teacher-created			

	-F & P leveled readers -iLit -Side by Side Materials -internet sites (listed under “Key Resources ”)			