

# ESL-LCD Level A- MP 2

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

## Unit Topics

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Buying things, understanding prices

Food, grocery shopping, quantities

Describing people and things

Making plans, unexpected events

Telling stories, ownership

## Course Rationale

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This course is designed for English language learners who have little or no prior experience with English. LCD A is a single-period, foundational ESL class that provides explicit instruction in English language skills. Lessons are aligned with WIDA ELD standards and support the development of the four language domains: listening, speaking, reading, and writing. Instruction is integrated across core content areas—English Language Arts, Math, Science, Social Studies—and 21st Century Skills to promote both academic and social success.

## WIDA ELD Standards

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### WIDA Levels 1-1.9: Entering to Emerging

- Standard 1: Social and Instructional Language — engaging in basic interactions
- Standard 2: Language of Language Arts — narrating personal experiences
- Standard 4: Language of Science — describing living/non-living things
- Standard 5: Language of Social Studies — discussing ownership, daily life

<https://satchel.commongoodlt.com/>

## Unit Focus

This 10-week unit introduces foundational social and academic language through thematic chapters in the iLit ELL Newcomer program. Topics include making new friends, navigating school, describing home life, and discussing daily and past activities. Students will acquire vocabulary, sentence structures, and functional grammar needed to communicate in personal, school, and community contexts.

Length of Time 10 Weeks	Themes	Summary
	Describing Home Life	In this unit, students engage in scaffolded, theme-based lessons through the iLit ELL Newcomer curriculum. They build confidence using high-frequency vocabulary and grammatical structures to express personal information, navigate the local community, friends and family and share likes in the forms of hobbies. Lessons integrate visual supports, collaborative speaking, and guided reading/writing.
	Around Town	
	Friends and Family	
	Feelings and Hobbies	

## Essential Question/ Enduring Understanding

Chapters 1.33-1.34	Chapters 1.35 - 1.36	Chapters 1.37-1.38	Chapters 1.39 - 1.40	Chapters 1.41 - 1.42
<i>At Home: You Came to Our Party</i>	<i>Around Town: How Much Is It?</i>	<i>Around Town: She Needs Some Lettuce</i>	<i>Around Town: He's the Cutest Guy in School</i>	<i>Friends and Family: He's Going to Fall</i>
<b>Essential Question:</b> How can I describe something that happened?	<b>Essential Question:</b> How do I ask and answer questions to buy things I need?	<b>Essential Question:</b> How do I talk about food and quantities?	<b>Essential Question:</b> How can I compare things and people?	<b>Essential Question:</b> How can I talk about what will happen or what was

<p><b>Enduring Understanding:</b> Students use past tense of regular and irregular verbs to describe experiences.</p> <p><b>Guiding Question:</b> What happened at a special event?</p>	<p><b>Guiding Question:</b> What do I say when I want to know a price or describe an item?</p> <p><b>Enduring Understanding:</b> Students use interrogatives and common expressions to complete basic transactions and understand shopping language.</p>	<p><b>Guiding Question:</b> What do I say when I want some or don't have any?</p> <p><b>Enduring Understanding:</b> Students recognize the difference between count and non-count nouns and use appropriate language for quantity and need.</p>	<p><b>Guiding Question:</b> What words help me describe differences and similarities?</p> <p><b>Enduring Understanding:</b> Students use comparative and superlative structures to describe people, places, and objects.</p>	<p>happening?</p> <p><b>Guiding Question:</b> What language helps me describe plans or interruptions?</p> <p><b>Enduring Understanding:</b> Students use future and past continuous tenses to narrate events and make predictions.</p>
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<p><b>Chapters 1.43-1.44</b></p> <p><i>Friends and Family: Hey! They Lights Went Out!</i></p>	<p><b>Chapters 1.45-1.46</b></p> <p><i>Friends and Family: We'll Have a Study Group</i></p>	<p><b>Chapters 1.47-1.48</b></p> <p><i>Feelings and Hobbies: Sometimes I Study with My Friends</i></p>	<p><b>Chapter - 1.49</b></p> <p><i>Feelings and Hobbies: You Should Get Some Rest</i></p>	<p><b>Chapter 1.50</b></p> <p><i>Feelings and Hobbies: It Was Too Easy</i></p>
<p><b>Essential Question:</b> How do I tell who something belongs to and describe past actions?</p> <p><b>Guiding Question:</b> How do I ask about and explain ownership and events?</p> <p><b>Enduring Understanding:</b> Students apply possessive structures and past continuous forms to retell events and describe</p>	<p><b>Essential Question:</b> How do I make plans and express possibilities?</p> <p><b>Guiding Question:</b> What words help me talk about things that might happen?</p> <p><b>Enduring Understanding:</b> Students use future modals (<i>will, may, might</i>) to express intent, possibility, and prediction.</p>	<p><b>Essential Question:</b> How can I share my hobbies and feelings?</p> <p><b>Guiding Question:</b> What language helps me talk about what I do and how I feel?</p> <p><b>Enduring Understanding:</b> Students use modals (<i>should, could</i>) and <i>because</i> clauses to express preferences, feelings, and</p>	<p><b>Essential Question:</b> How do I give advice or express opinions?</p> <p><b>Guiding Question:</b> What language can I use to suggest or explain something?</p> <p><b>Enduring Understanding:</b> Students use <i>should, could</i>, and <i>used to</i> structures to give advice, talk about the past, and support ideas with</p>	<p><b>Essential Question:</b> How can I describe things that were difficult or easy?</p> <p><b>Guiding Question:</b> What language helps me explain how I felt about something?</p> <p><b>Enduring Understanding:</b> Students use <i>too, not enough</i>, and irregular comparatives to</p>

relationships.		routines.	reasons.	reflect on and describe experiences.
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## Lesson Vocabulary

Describing Home Life	Around Town			Friends and Family		
At Home: You Came to Our Party  (1.33-1.34)	Shopping and Prices  (1.35 – 1.36)	Groceries and Quantities  (1.37 – 1.38)	Descriptions & Comparisons  (1.39 – 1.40)	Plans & Predictions  (1.41 – 1.42)	Unexpected Events & Past Descriptions  (1.43 – 1.44)	Future Possibilities  (1.45)
	how much, cost, price, buy, sell, dollars, cents, expensive, cheap, money, cashier, store, item, thing, this, that, these, those	Lettuce, fruit, vegetables, milk, bread, some, any, a lot, a little, many, few, count nouns, non-count nouns, and, but, so	Tall, short, big, small, fast, slow, beautiful, cute, funny, smarter, tallest, best, more, most, adjectives, comparatives, superlatives	Plan, going to, will, tomorrow, later, next, soon, trip, fall, game, party, command, not, don't	Lights, out, noise, dark, scared, happened, was/were, happening, while, whose, his, her, their, mine, yours, possessive pronouns	May, might, will, maybe, plan, idea, group, study, school, future, event, possible, could, auditorium, enjoy

FEELINGS AND HOBBIES		
Feelings, Routines, and Hobbies  (1.46 – 1.47)	Advice and Reflection  (1.48 – 1.49)	Descriptions of Past Experience  (1.50)

Happy, sad, excited, tired, bored, play, study, read, watch, help, because, should, could, like, want, sometimes, always	Rest, relax, talk, exercise, eat healthy, used to, should, could, opinion, advice, reason, y (vowel), syllable	Too easy, too hard, not enough, enough, fun, game, used to, better, worse, best, hard c, soft c, compound words
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## **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>
<ul style="list-style-type: none"> <li>- Build fluency in asking and answering WH- and yes/no questions</li> <li>-Express needs, quantities, comparisons, and emotions using appropriate sentence structures</li> <li>-Use comparative and superlative forms to describe people and things</li> <li>-Narrate past experiences and describe ongoing or future events</li> <li>-Interpret meaning from visual and textual cues in academic and social contexts</li> <li>-Use modals to give advice or make predictions (e.g., <i>should, might, could</i>)</li> <li>-Begin using academic vocabulary to discuss science topics (ecosystems, living things)</li> </ul>	<ul style="list-style-type: none"> <li>- use vocabulary in sentences</li> <li>-use L1 and L2 to describe accomplishments</li> <li>- identify cause and effect</li> <li>- label</li> <li>-read information</li> <li>-Reuse of sentence frames across topics (e.g., “This is my ____.” → “This is my school.” / “This is my family.”)</li> <li>-Ongoing practice with <i>be</i> and <i>have</i> in multiple tenses</li> <li>-Regular choral reading for pronunciation and fluency</li> <li>-Visual vocabulary reviews using picture cards and matching games</li> </ul>

## Scope and Sequence

Lesson	Focus	Word Study	Grammar	Cross-Curricular Connections	WIDA Standards - KLUs	Small Group	RESOURCES
<b>Week 11</b> chapters 1.33 - 1.34 -	<b>At Home: You Came to Our Party</b>	Long vowel sound: /i /as in child  Wordfamilies with long vowel sound: /i /	Past tense of <b>regular verbs</b> : affirmative statements  Past tense of <b>irregular verbs</b> : affirmative statements  Past tense: <b>negative statements</b>  Past tense: <b>yes/no questions</b>	<b>ELA:</b> <b>NJSLSA.SL 1:</b> Participate in conversations <i>Engage in conversations to describe and ask about past events (e.g., "I went to the party." / "Did you come to the party?").</i>  <b>NJSLSA.SL 2:</b> Interpret spoken information <i>Understand stories or responses about past events using visual and contextual support.</i>  <b>NJSLSA.R1</b> : Identify details in a text <i>Read and</i>	Standard 2: <u>Language for Language Arts</u>  Key Language Use: <b>Narrate</b>  Language Expectation: <b>Compose narratives recounting past experiences with appropriate temporal markers.</b>  Standard 5: <u>Language for Social Studies</u>  Key Language Use: <b>Inform</b>  Language Expectation: <b>Discuss historical events and their</b>	Time to Read  Vocabulary Development  Word Reading  Word Slam	iLit-Newcomer Reader Series  Decodable texts  Phonics Readers  Bilingual Glossaries  Google Doc/Sheet/Slide  Notebooks  Smartboard, document camera, paper, folders, pens  Chart Paper

			<p><i>understand short narratives that include past-tense descriptions of events.</i></p> <p><b>NJSLSA.R4</b> : Understand past-tense vocabulary <i>Determine meanings of regular and irregular past-tense verbs in context (e.g., came, went, had, danced).</i></p> <p><b>NJSLSA.W 3:</b> Write narratives about past events <i>Write or complete personal narratives that describe things the student or others did using past-tense verbs and time markers.</i></p> <p><b>NJSLSA.W 2:</b> Write informative sentences <i>Write</i></p>	<p><b><i>personal connections.</i></b></p>		
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			<p><i>sentences that describe what happened during an event using regular or irregular past-tense verbs.</i></p> <p><b>L.9-10.1:</b> Use correct grammar <i>Use the past tense of regular and irregular verbs in written and oral communication.</i></p> <p><b>L.9-10.2:</b> Use proper punctuation in past-tense writing <i>Write complete past-tense sentences with appropriate punctuation and capitalization.</i></p> <p><b>L.9-10.4:</b> Clarify meanings of past-tense words <i>Use context</i></p>			
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				<p><i>clues and supports to determine the meaning of new past-tense verbs.</i></p> <p><b>Social Studies Literacy:</b></p> <p><b>RH. 9- 10.4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p> <p><i>Students learn to interpret past-tense vocabulary and social interaction terms (e.g., celebrated, invited, came, met)—laying foundations for understanding historical narratives.</i></p>			
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<p><b>Week 12</b> chapters 1.35 - 1.36</p>	<p><b>Around Town: How Much Is It?</b></p>	<p>Long vowel sound: /oː / as in cold</p> <p>Word families with long vowel sound: /oː /</p>	<p>Information questions with <b>be: present tense</b></p> <p>Information questions with <b>be: past tense</b></p> <p>Information questions with <b>do: present tense</b></p> <p>Information questions with <b>do: past tense</b></p> <p>Questions with <b>how much</b></p>			<p>Time to Read</p> <p>Vocabulary Development</p> <p>Word Reading</p> <p>Word Slam</p>	<p>iLit-Newcomer Reader Series</p> <p>Decodable texts</p> <p>Phonics Readers</p> <p>Bilingual Glossaries</p> <p>Google Doc/Sheet/Slide</p> <p>Notebooks</p> <p>Smartboard, document camera, paper, folders, pens</p> <p>Chart Paper</p>
<p><b>Week 13</b> chapters 1.37 – 1.38:</p>	<p><b>Around Town – She Needs Some Lettuce</b></p>	<p>Long vowel sound: /yoː oː / as in cute</p> <p>Review of long vowels</p>	<p><b>Count</b> and <b>non-count</b> nouns •</p> <p><b>Some</b> and <b>any</b></p> <p>Conjunctions: <b>and, but,</b> and <b>so</b></p>		<p><u>Standard 1: Language for Social and Instructional Purposes</u></p> <p>Key Language Use: <b>Explain</b></p> <p>Language Expectation: <b>Provide and follow multi-step directions in classroom</b></p>	<p>Time to Read</p> <p>Vocabulary Development</p> <p>Word Reading</p> <p>Word</p>	<p>iLit-Newcomer Reader Series</p> <p>Calculators</p> <p>Decodable texts</p> <p>Phonics Readers</p> <p>Bilingual Glossaries</p> <p>Google Doc/Sheet/Slide</p>

					<p><b><i>settings.</i></b></p> <p><u>Standard 4:</u> <u>Language for</u> <u>Science</u></p> <p>Key Language Use: <b><i>Inform</i></b></p> <p>Language Expectation: <b>Describe spatial relationships and locations of objects.</b></p>	Slam	<p>ide</p> <p>Notebooks</p> <p>Smartboard, document camera, paper, folders, pens</p> <p>Chart Paper</p>
<p><b><u>Week 14</u></b></p> <p>chapters 1.39 – 1.40</p>	<p><b>Around Town – He’s the Cutest Guy in School</b></p>	<p>Initial consonant blends</p> <p>Recognizin g initial consonant blends</p>	<p><b><i>Comparati ve</i></b> adjectives</p> <p><b><i>Superlative</i></b> adjectives</p> <p><b><i>Comparati ves</i></b> and <b><i>superlative s</i></b> with <b><i>more</i></b> and <b><i>most</i></b></p>		<p><u>Standard 1:</u> <u>Language for</u> <u>Social and</u> <u>Instructional</u> <u>Purposes</u></p> <p>Key Language Use: <b><i>Narrate</i></b></p> <p>Language Expectation: <b><i>Recount daily routines and past events.</i></b></p> <p><u>Standard 5:</u> <u>Language for</u> <u>Social</u> <u>Studies</u></p>	<p>Time to Read</p> <p>Vocabular y Developm ent</p> <p>Word Reading</p> <p>Word Slam</p>	<p>iLit- Newcomer Reader Series</p> <p>Decodable texts</p> <p>Phonics Readers</p> <p>Bilingual Glossaries</p> <p>Google Doc/Sheet/Sl ide</p> <p>Notebooks</p> <p>Smartboard, document camera, paper, folders, pens</p>

					<p>Key Language Use: <b><i>Explain</i></b></p> <p>Language Expectation: <b><i>Discuss the significance of daily activities in different cultures.</i></b></p>		Chart Paper
<p><b><u>Week 15</u></b>            chapters            1.41 – 1.42</p>	<p><b>Friends and Family – He’s Going to Fall</b></p>	<p>Final consonant blends</p> <p>Recognizing initial and final consonant blends</p>	<p>Future tense with <b><i>be going to: statements</i></b></p> <p>Future tense with <b><i>be going to: yes/no questions</i></b></p> <p>Future tense with <b><i>be going to: information questions</i></b></p> <p><b><i>Commands</i></b></p>		<p><u>Standard 1: Language for Social and Instructional Purposes</u></p> <p>Key Language Use: <b><i>Inform</i></b></p> <p>Language Expectation: <b><i>Describe family roles and household responsibilities.</i></b></p> <p><u>Standard 2: Language for Language Arts</u></p> <p>Key Language Use: <b><i>Narrate</i></b></p> <p>Language Expectation: <b><i>Write narratives about family experiences</i></b></p>	<p>Time to Read</p> <p>Vocabulary Development</p> <p>Word Reading</p> <p>Word Slam</p>	<p>iLit-Newcomer Reader Series</p> <p>Decodable texts</p> <p>Phonics Readers</p> <p>Bilingual Glossaries</p> <p>Google Doc/Sheet/Slide</p> <p>Notebooks</p> <p>Smartboard, document camera, paper, folders, pens</p> <p>Chart Paper</p>

					<i>and traditions.</i>		
<p><b><u>Week 16</u></b></p> <p>chapters</p> <p>1.43 – 1.44</p>	<p><b>Friends and Family – The Lights Went Out</b></p>	<p>Vowel sound: /oo/ as in food</p> <p>Vowel sound: /oo/ as in notebook</p>	<p>Past continuous tense: <i>statements</i></p> <p>Past continuous tense: <i>yes/no questions</i></p> <p>Past continuous tense: <i>information questions</i></p> <p><i>Possessive pronouns</i></p> <p>Questions with <i>whose</i></p>		<p><u>Standard 2: Language for Language Arts</u></p> <p>Key Language Use: <i>Narrate</i></p> <p>Language Expectation: <i>Compose narratives recounting past experiences with appropriate temporal markers.</i></p> <p><u>Standard 5: Language for Social Studies</u></p> <p>Key Language Use: <i>Inform</i></p> <p>Language Expectation: <i>Discuss historical events and their personal connections.</i></p>	<p>Time to Read</p> <p>Vocabulary Development</p> <p>Word Reading</p> <p>Word Slam</p>	<p>iLit-Newcomer Reader Series</p> <p>Decodable texts</p> <p>Phonics Readers</p> <p>Bilingual Glossaries</p> <p>Google Doc/Sheet/Slide</p> <p>Notebooks</p> <p>Smartboard, document camera, paper, folders, pens</p> <p>Chart Paper</p>

<b><u>Week 17</u></b> chapters 1.45 – 1.46 -	<b>Friends and Family: We'll Have a Study Group</b>	Vowel sound: /ô/ as in auditorium and saw  Vowel sound:/oi/ as in invoice and enjoy	Future tense with <b><i>will: statements</i></b>  Future tense with <b><i>will: yes/no questions</i></b>  Future tense with <b><i>will: information questions</i></b>  Statements with <b><i>may</i></b> and <b><i>might</i></b>		-		
<b><u>Week 18</u></b> chapters 1.47 – 1.48 -	<b>Feelings and Hobbies: Sometimes I Study with My Friends</b>	Vowel sound: /ou/ as in out and now  R-controlled vowel sounds: /är/ as in car, /ôr/ as in for, /ûr/as in first	Vowel sound: /ou/ as in out and now  R-controlled vowel sounds: /är/ as in car, /ôr/ as in for, /ûr/as in first		-		
<b><u>Week 19</u></b> chapter 1.49 -	<b>Feelings and Hobbies: You Should Get</b>	Y as a vowel  Syllables with y as a	Statements with should  Yes/no questions		-		

	<b>Some Rest</b>	vowel	with should  Statements with could  Because clauses				
<b><u>Week 20</u></b> chapter 1.50 -	<b>Feelings and Hobbies: It Was Too Easy</b>	Hard and soft c and g  Compound words	Comparatives and superlatives : <i>irregular adjectives</i>  <i>Too</i> and <i>not enough</i>  <i>Statements</i> with <i>used to</i>  <i>Yes/no questions</i> with <i>used to</i>		-		

## Career Readiness, Life Literacies & Key Skills

<b><i>Collaboration &amp; Communication</i></b>	
CRP.K–12.CRP1	Act as a responsible and contributing citizen and employee E.g., Participate in classroom routines, introduce self, help a peer.
CRP.K–12.CRP4	Communicate clearly and effectively and with reason E.g., Practice speaking with partners, share ideas in simple sentences, ask/answer personal questions.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas E.g., Create a self-poster or digital identity card, role-play conversations.
<b><i>Critical Thinking &amp; Problem Solving</i></b>	
CRP.K–	Apply appropriate academic and technical skills. E.g., Match objects to words, follow

12.CRP2	multi-step instructions, sort and categorize school items.
<b><i>Information and Media Literacy</i></b>	
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information E.g., Use bilingual dictionaries or safe image searches to explore vocabulary.
CRP.K– 12.CRP7	Employ valid and reliable research strategies E.g., Use resources like a class word wall, labeled classroom items, or visual dictionaries to locate information.
<b><i>Technology Integration</i></b>	
9.4.2.TL.3	Use a digital tool to organize information, share findings or complete a task E.g., Use Flipgrid to introduce yourself, Seesaw to record voice, or Google Slides for a self-introduction.