

# ESL-LCD Level A- MP 3

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

## Unit Topics

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Introduction to *Time to Read*, Vocabulary Routines

Science- Ecosystems

Science- Food Chains

Read Aloud, Think Aloud: How Nature Works

Clarify Text by Retelling

Classroom Conversations

Respond to Reading Prompt

Read Aloud, Think Aloud: George Washington

Introduce Academic Language

Cause and Effect

Respond to Prompt & Word Slam Game

## 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 — Engage in structured conversations using academic language; respond to reading prompts using sentence frames and “used to” statements.

- Standard 2: Language of Language Arts — Use academic vocabulary in structured review tasks and comparison statements (e.g., “George Washington was more important than...” or “ecosystems are different from...”).
- Standard 4: Language of Science — Describe living and non-living things, clarify vocabulary in context, explain food chain relationships using diagrams and retelling.
- Standard 5: Language of Social Studies — Retell historical events; describe roles (e.g., president, colony); express cause and effect using domain-specific vocabulary.

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

## Unit Focus

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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 <b>10 Weeks</b>	Themes	Summary
	Introduction to structured routines that support comprehension, vocabulary acquisition, and sentence construction	In this unit, students transition from foundational English into academic content. Lessons 1.51–1.54 explore science topics like ecosystems and food chains, while lessons 1.55–1.60 introduce reading strategies such as making predictions and identifying cause and effect. Students also learn about George Washington to build historical knowledge and practice grammar structures like possessives and “used to.” Through visuals, routines, and scaffolded conversations, students build confidence to engage with grade-level content and prepare for more independent academic participation.
	Introduce Read Aloud, Think Aloud: How Nature Works: Ecosystems and Food Chains	
	Read Aloud, Think Aloud: Clarify Text by Retelling	
	Classroom Conversations	
	Respond to a Prompt	
	Cause and Effect	

## Essential Question/ Enduring Understanding

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

Chapters 1.43-1.44 <i>Friends and Family: Hey! They Lights Went Out!</i>	Chapters 1.45-1.46 <i>Friends and Family: We'll Have a Study Group</i>	Chapters 1.47-1.48 <i>Feelings and Hobbies: Sometimes I Study with My Friends</i>	Chapter - 1.49 <i>Feelings and Hobbies: You Should Get Some Rest</i>	Chapter 1.50 <i>Feelings and Hobbies: It Was Too Easy</i>
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<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 relationships.</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 routines.</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 reasons.</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 reflect on and describe experiences.</p>
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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
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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

## Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<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	Past tense of <b>regular verbs</b> : affirmative statements  Past tense of <b>irregular verbs</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>	Standard 2: <u>Language for Language Arts</u>  Key Language Use: <b>Narrate</b>  Language Expectation:	Time to Read  Vocabulary Development  Word	iLit-Newcomer Reader Series  Decodable texts  Phonics Readers  Bilingual

		long vowel sound: /i /	<p>affirmative statements</p> <p>Past tense: <b><i>negative statements</i></b></p> <p>Past tense: <b><i>yes/no questions</i></b></p>	<p><i>“I went to the party.” / “Did you come to the party?”).</i></p> <p><b>NJSLSA.SL 2:</b> Interpret spoken information <i>Understand stories or responses about past events using visual and contextual support.</i></p> <p><b>NJSLSA.R1 :</b> Identify details in a text <i>Read and 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,</i></p>	<p><b><i>Compose narratives recounting past experiences with appropriate temporal markers.</i></b></p> <p><u>Standard 5: Language for Social Studies</u></p> <p>Key Language Use: <b><i>Inform</i></b></p> <p>Language Expectation: <b><i>Discuss historical events and their personal connections.</i></b></p>	<p>Reading</p> <p>Word Slam</p>	<p>Glossaries</p> <p>Google Doc/Sheet/Slide</p> <p>Notebooks</p> <p>Smartboard, document camera, paper, folders, pens</p> <p>Chart Paper</p>
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			<p>danced).</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 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</i></p>			
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			<p><i>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 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</p>			
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				<p>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>			
<p><b>Week 12</b></p> <p>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</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,</p>

			<p>questions with <b><i>do</i></b>: <b><i>past tense</i></b></p> <p>Questions with <b><i>how much</i></b></p>				<p>folders, pens</p> <p>Chart Paper</p>
<p><b><u>Week 13</u></b></p> <p>chapters</p> <p>1.37 – 1.38:</p>	<p><b>Around Town – She Needs Some Lettuce</b></p>	<p>Long vowel sound:/yo<sup>-</sup> o<sup>-</sup> / as in cute</p> <p>Review of long vowels</p>	<p><b><i>Count</i> and <i>non-count</i> nouns •</b></p> <p><b><i>Some</i> and <i>any</i></b></p> <p>Conjunctions: <b><i>and</i></b>, <b><i>but</i></b>, and <b><i>so</i></b></p>		<p><u>Standard 1: Language for Social and Instructional Purposes</u></p> <p>Key Language Use: <b><i>Explain</i></b></p> <p>Language Expectation: <b><i>Provide and follow multi-step directions in classroom settings.</i></b></p> <p><u>Standard 4: Language for Science</u></p> <p>Key Language Use: <b><i>Inform</i></b></p> <p>Language Expectation: <b><i>Describe spatial relationships and locations of objects.</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>Calculators</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><u>Week 14</u></b>  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>Recognizing initial consonant blends</p>	<p><i><b>Comparative</b></i>  adjectives</p> <p><i><b>Superlative</b></i>  adjectives</p> <p><i><b>Comparatives</b></i> and <i><b>superlatives</b></i> with <i><b>more</b></i> and <i><b>most</b></i></p>		<p><u>Standard 1: Language for Social and Instructional Purposes</u></p> <p>Key Language Use: <i><b>Narrate</b></i></p> <p>Language Expectation: <i><b>Recount daily routines and past events.</b></i></p> <p><u>Standard 5: Language for Social Studies</u></p> <p>Key Language Use: <i><b>Explain</b></i></p> <p>Language Expectation: <i><b>Discuss the significance of daily activities in different cultures.</b></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>
<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</p>	<p>Future tense with <i><b>be going to: statements</b></i></p> <p>Future tense with</p>		<p><u>Standard 1: Language for Social and Instructional Purposes</u></p> <p>Key Language</p>	<p>Time to Read</p> <p>Vocabulary Development</p>	<p>iLit-Newcomer Reader Series</p> <p>Decodable texts</p> <p>Phonics</p>

		blends	<p><i>be going to: yes/no questions</i></p> <p>Future tense with <i>be going to: information questions</i></p> <p><b>Commands</b></p>		<p>Use: <b>Inform</b></p> <p>Language Expectation: <b>Describe family roles and household responsibilities.</b></p> <p><u>Standard 2: Language for Language Arts</u></p> <p>Key Language Use: <b>Narrate</b></p> <p>Language Expectation: <b>Write narratives about family experiences and traditions.</b></p>	<p>Word Reading</p> <p>Word Slam</p>	<p>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><u>Week 16</u></b></p> <p>chapters 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: <b>statements</b></p> <p>Past continuous tense: <b>yes/no questions</b></p> <p>Past</p>		<p><u>Standard 2: Language for Language Arts</u></p> <p>Key Language Use: <b>Narrate</b></p> <p>Language Expectation: <b>Compose narratives recounting</b></p>	<p>Time to Read</p> <p>Vocabulary Development</p> <p>Word Reading</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>continuous tense: <b><i>information questions</i></b></p> <p><b><i>Possessive pronouns</i></b></p> <p>Questions with <b><i>whose</i></b></p>		<p><b><i>past experiences with appropriate temporal markers.</i></b></p> <p><u>Standard 5: Language for Social Studies</u></p> <p>Key Language Use: <b><i>Inform</i></b></p> <p>Language Expectation: <b><i>Discuss historical events and their personal connections.</i></b></p>	Word Slam	<p>ide</p> <p>Notebooks</p> <p>Smartboard, document camera, paper, folders, pens</p> <p>Chart Paper</p>
<p><b><u>Week 17</u></b></p> <p>chapters</p> <p>1.45 – 1.46</p> <p>-</p>	<p><b>Friends and Family: We'll Have a Study Group</b></p>	<p>Vowel sound: /ô/ as in auditorium and saw</p> <p>Vowel sound: /oi/ as in invoice and enjoy</p>	<p>Future tense with <b><i>will: statements</i></b></p> <p>Future tense with <b><i>will: yes/no questions</i></b></p> <p>Future tense with <b><i>will: information questions</i></b></p>		-		

			Statements with <i>may</i> and <i>might</i>				
<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 Some Rest</b>	Y as a vowel  Syllables with y as a vowel	Statements with should  Yes/no questions 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 with <b>used</b> to</i>				
			<i>Yes/no questions with <b>used</b> 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–12.CRP2	Apply appropriate academic and technical skills. E.g., Match objects to words, follow 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.



