

ESL-LCD Level A- MP 3

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

Unit Topics

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

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

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

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
	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/Guiding Questions

<p>Chapter 1.51</p> <p><i>Time to Read: Vocabulary Routine / Living Things</i></p>	<p>Chapter 1.52</p> <p>Read Aloud, Think Aloud: <i>How Nature Works – Ecosystems</i></p>	<p>Chapters 1.53</p> <p><i>Clarify Text by Retelling (Vocabulary: producer, consumer, decomposer)</i></p>	<p>Chapters 1.54</p> <p><i>Clarify Text by Retelling (continued)</i></p>	<p>Chapters 1.55</p> <p><i>Classroom Conversation: Rereading and Discussing Text</i></p>
<p>Essential Question: How can we use words and sentences to describe living things?</p> <p>Enduring Understanding: Understanding parts of speech and sentence structure helps us describe the world around us. Vocabulary and grammar routines support students in building academic language.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What are living things? • How can we use nouns and verbs in a 	<p>Essential Question: How do living and nonliving things work together in nature?</p> <p>Enduring Understanding: Ecosystems are made of living and nonliving parts that interact. We can describe these relationships using academic vocabulary and reading strategies.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is an ecosystem? • What are nonliving things? • How can we make predictions when reading? 	<p>Essential Question: How do we understand and explain what we read in science texts?</p> <p>Enduring Understanding: Clarifying and retelling help us understand and remember new academic content. Scientific words help us describe how nature works.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What are producers, consumers, and decomposers? • How do they work together in an ecosystem? 	<p>Essential Question: How can we use vocabulary and visuals to explain a food chain?</p> <p>Enduring Understanding: Using visuals and academic language helps us explain complex scientific ideas like food chains.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is a food chain? • How does energy move from one living thing to another? • How can I use my own words to explain 	<p>Essential Question: How can we talk about what we read with others?</p> <p>Enduring Understanding: Talking about texts helps us build understanding and learn from one another. Structured conversations support academic language growth.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What do I remember from the text? • How can I use sentence frames to talk about it? • What is a

<p>sentence?</p> <ul style="list-style-type: none"> What parts make up a sentence in English? 		<ul style="list-style-type: none"> What does it mean to “retell” something? 	<p>what I read?</p>	<p>collaborative conversation?</p>
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<p>Chapters 1.56</p> <p><i>Responding to Reading Prompt / Grammar: “Used to”</i></p>	<p>Chapters 1.57</p> <p>Read Aloud: <i>George Washington: America’s First President</i></p>	<p>Chapters 1.58</p> <p><i>Academic Language & Grammar: Possessives, Adjectives, and Nouns</i></p>	<p>Chapter - 1.59</p> <p><i>Cause and Effect / Vocabulary: colony, state</i></p>	<p>Chapter 1.60</p> <p><i>Responding to Prompt / Comparison Structures</i></p>
<p>Essential Question: How can writing help us show what we understand?</p> <p>Enduring Understanding: Writing about what we read helps us practice vocabulary and grammar, and communicate our ideas clearly.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> How can I answer a question using complete sentences? When do we use “used to”? What do I remember 	<p>Essential Question: Why is George Washington important in American history?</p> <p>Enduring Understanding: We can learn about important historical figures and events by reading and making predictions.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> Who was George Washington? What is independence? What do I think will happen in the story? 	<p>Essential Question: How can we describe people and events in history?</p> <p>Enduring Understanding: Using descriptive language (possessives, adjectives, nouns) helps us give clear information about people, places, and events.</p> <p>Guiding Question:</p> <ul style="list-style-type: none"> What words can describe a person or place? What is a possessive noun? How can I 	<p>Essential Question: How do events in history cause changes in the world?</p> <p>Enduring Understanding: Understanding cause and effect helps us explain how events in the past led to change.</p> <p>Guiding Question:</p> <ul style="list-style-type: none"> What caused the colonies to become states? What is a colony? What is a state? How can I show cause 	<p>Essential Question: How can we compare ideas using what we’ve learned?</p> <p>Enduring Understanding: Academic language includes comparing people, places, and things. Writing responses helps us apply vocabulary and grammar.</p> <p>Guiding Question:</p> <ul style="list-style-type: none"> How are two things the same or different? What compariso

about the topic?		use vocabulary to describe George Washington ?	and effect using “because” or “so”?	n words can I use? • How do I write a complete answer?
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Lesson Vocabulary

Focus on transitioning into iLitELL						
Time to Read: Vocabulary Routine / Living Things (1.51)	Read Aloud, Think Aloud: How Nature Works – Ecosystems (1.52)	Clarify Text by Retelling (Vocabulary: producer, consumer, decomposer) (1.53)	Clarify Text by Retelling (continued) (1.54)	Classroom Conversation: Rereading and Discussing Text (1.55)	Responding to Reading Prompt / Grammar: “Used to” (1.56)	Read Aloud: George Washington: America’s First President (1.57)
living things, parts of a sentence, parts of speech	nonliving things, ecosystem, nature, interact, environment	producer, consumer, decomposer, energy, survival	food chain, predator, prey, transfer, balance	reread, select, discuss, remember, ideas	used to, remember, details, write, prompt	president, independence, leader, country, freedom

<p><i>Academic Language & Grammar: Possessives, Adjectives, and Nouns</i></p> <p>(1.58)</p>	<p><i>Cause and Effect / Vocabulary: colony, state</i></p> <p>(1.59)</p>	<p><i>Responding to Prompt / Comparison Structures</i></p> <p>(1.60)</p>
<p>possessives, adjectives, nouns, describe, important</p>	<p>colony, state, cause, effect, change</p>	<p>comparison, same, different, more than, less than</p>

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> - Build academic vocabulary -Use picture to word associations - reinforce sentence writing with new grammar points: possessives, "used to", comparison structures -Use sentence frames previously introduced: (e.g., 	<ul style="list-style-type: none"> - Build fluency in asking and answering WH- and yes/no questions -Express needs, quantities, comparisons, and emotions using appropriate sentence structures -Use comparative and superlative forms to describe

<p>“This is a ____.”, “I see a ____.”) and extend to “This is more ____ than ____.”</p> <p>-Introduces strategies like <i>making and checking predictions, retelling academic texts, and cause and effect</i>.</p> <p>-Use familiar routines like “Read Aloud, Think Aloud” and scaffold retelling with visuals, sentence starters, and story maps, now applied to science and social studies texts.</p> <p>-Responding to prompts with academic vocabulary (e.g., “An ecosystem has...”)</p> <p>-Writing about cause and effect (e.g., “The colonies became states because...”)</p> <p>-Comparing and describing (e.g., “The president is more powerful than the mayor.”)</p> <p>-Apply structured routines to content-based conversation (e.g., “What do you think will happen?” or “What is a decomposer?”)</p> <p>-Use frames from earlier lessons (“I think ____ because ____”) now with academic content.</p>	<p>people and things</p> <p>-Narrate past experiences and describe ongoing or future events</p> <p>-Interpret meaning from visual and textual cues in academic and social contexts</p> <p>-Use modals to give advice or make predictions (e.g., <i>should, might, could</i>)</p> <p>-Begin using academic vocabulary to discuss science topics (ecosystems, living things)</p>
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Scope and Sequence

Lesson	Instruction	Guided Practice	Work Time	Cross-Curricular Connections	WIDA Standards - KLUs	Small Group	RESOURCES
<p><u>Week 21</u></p> <p>chapter 1.51</p> <p>-</p>	<p>Time to Read: Vocabulary Routine / Living Things</p>	<p>Long vowel sound:</p> <p>/i /as in child</p> <p>Wordfamilies with long vowel</p>	<p>Past tense of regular verbs: affirmative statements</p> <p>Past tense of irregular verbs:</p>	<p>ELA:</p> <p>NJSLSA.SL 1: Participate in conversations</p> <p><i>Engage in conversations to describe and ask about past events (e.g., “I went to</i></p>	<p><u>Standard 2: Language for Language Arts</u></p> <p>Key Language Use: Narrate</p> <p>Language Expectation:</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</p>

		<p>sound: /i /</p> <p>affirmative statements</p> <p>Past tense: negative statements</p> <p>Past tense: yes/no questions</p>	<p><i>the party.” / “Did you come to the party?”).</i></p> <p>NJSLSA.SL 2: Interpret spoken information <i>Understand stories or responses about past events using visual and contextual support.</i></p> <p>NJSLSA.R1 : Identify details in a text <i>Read and understand short narratives that include past-tense descriptions of events.</i></p> <p>NJSLSA.R4 : 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>Compose narratives recounting past experiences with appropriate temporal markers.</p> <p><u>Standard 5: Language for Social Studies</u></p> <p>Key Language Use: Inform</p> <p>Language Expectation: Discuss historical events and their personal connections.</p>	<p>Word Slam</p>	<p>Doc/Sheet/Slide</p> <p>Notebooks</p> <p>Smartboard, document camera, paper, folders, pens</p> <p>Chart Paper</p>
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				<p>NJSLSA.W 3: 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>NJSLSA.W 2: Write informative sentences <i>Write sentences that describe what happened during an event using regular or irregular past-tense verbs.</i></p> <p>L.9-10.1: Use correct grammar <i>Use the past tense of regular and irregular verbs in written and oral communicati</i></p>			
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				<p><i>on.</i></p> <p>L.9-10.2: Use proper punctuation in past-tense writing <i>Write complete past-tense sentences with appropriate punctuation and capitalization.</i></p> <p>L.9-10.4: Clarify meanings of past-tense words <i>Use context clues and supports to determine the meaning of new past-tense verbs.</i></p> <p>Social Studies Literacy:</p> <p>RH. 9- 10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political,</p>			
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				<p>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>Week 12</p> <p>chapters 1.35 - 1.36</p>	<p>Around Town: How Much Is It?</p>	<p>Long vowel sound: /oː/ as in cold</p> <p>Word families with long vowel sound: /oː/</p>	<p>Information questions with be: present tense</p> <p>Information questions with be: past tense</p> <p>Information questions with do: present tense</p> <p>Information questions</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>

			with <i>do:</i> <i>past tense</i>				folders, pens Chart Paper
			Questions with <i>how much</i>				
<u>Week 13</u> chapters 1.37 – 1.38:	Around Town – She Needs Some Lettuce	Long vowel sound:/yoː oː / as in cute Review of long vowels	<i>Count</i> and <i>non-count</i> nouns • <i>Some</i> and <i>any</i> Conjunctio ns: <i>and,</i> <i>but,</i> and <i>so</i>		<u>Standard 1:</u> <u>Language</u> <u>for Social</u> <u>and</u> <u>Instructional</u> <u>Purposes</u> Key Language Use: <i>Explain</i> Language Expectation: <i>Provide and</i> <i>follow multi-</i> <i>step</i> <i>directions in</i> <i>classroom</i> <i>settings.</i> <u>Standard 4:</u> <u>Language</u> <u>for Science</u> Key Language Use: <i>Inform</i> Language Expectation: <i>Describe</i> <i>spatial</i> <i>relationships</i> <i>and</i> <i>locations of</i> <i>objects.</i>	Time to Read Vocabular y Developm ent Word Reading Word Slam	iLit- Newcomer Reader Series Calculators Decodable texts Phonics Readers Bilingual Glossaries Google Doc/Sheet/Sl ide Notebooks Smartboard, document camera, paper, folders, pens Chart Paper

<u>Week 14</u> chapters 1.39 – 1.40	Around Town – He’s the Cutest Guy in School	Initial consonant blends Recognizing initial consonant blends	Comparative adjectives Superlative adjectives Comparatives and superlatives with more and most		<u>Standard 1: Language for Social and Instructional Purposes</u> Key Language Use: Narrate Language Expectation: Recount daily routines and past events. <u>Standard 5: Language for Social Studies</u> Key Language Use: Explain Language Expectation: Discuss the significance of daily activities in different cultures.	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
<u>Week 15</u> chapters 1.41 –	Friends and Family – He’s Going to Fall	Final consonant blends Recognizing initial	Future tense with be going to: statements		<u>Standard 1: Language for Social and Instructional Purposes</u>	Time to Read Vocabulary Development	iLit-Newcomer Reader Series Decodable texts

1.42		and final consonant blends	<p>Future tense with <i>be going to: yes/no questions</i></p> <p>Future tense with <i>be going to: information questions</i></p> <p><i>Commands</i></p>		<p>Key Language Use: <i>Inform</i></p> <p>Language Expectation: <i>Describe family roles and household responsibilities.</i></p> <p><u>Standard 2: Language for Language Arts</u></p> <p>Key Language Use: <i>Narrate</i></p> <p>Language Expectation: <i>Write narratives about family experiences and traditions.</i></p>	<p>ent</p> <p>Word Reading</p> <p>Word Slam</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><u>Week 16</u></p> <p>chapters</p> <p>1.43 – 1.44</p>	<p>Friends and Family – The Lights Went Out</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</i></p>		<p><u>Standard 2: Language for Language Arts</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 Readers</p>

			<p>questions</p> <p>Past continuous tense: information questions</p> <p>Possessive pronouns</p> <p>Questions with whose</p>		<p>Use: Narrate</p> <p>Language Expectation: Compose narratives recounting past experiences with appropriate temporal markers.</p> <p><u>Standard 5: Language for Social Studies</u></p> <p>Key Language Use: Inform</p> <p>Language Expectation: Discuss historical events and their personal connections.</p>	<p>Word Reading</p> <p>Word Slam</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><u>Week 17</u></p> <p>chapters</p> <p>1.45 – 1.46</p> <p>-</p>	<p>Friends and Family: We'll Have a Study Group</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 will: statements</p> <p>Future tense with will: yes/no questions</p>		-		

			<p>Future tense with <i>will:</i> <i>information questions</i></p> <p>Statements with <i>may</i> and <i>might</i></p>				
<p><u>Week 18</u> chapters 1.47 – 1.48 -</p>	<p>Feelings and Hobbies: Sometimes I Study with My Friends</p>	<p>Vowel sound: /ou/ as in out and now</p> <p>R-controlled vowel sounds: /är/ as in car, /ôr/ as in for, /ûr/as in first</p>	<p>Vowel sound: /ou/ as in out and now</p> <p>R-controlled vowel sounds: /är/ as in car, /ôr/ as in for, /ûr/as in first</p>		-		
<p><u>Week 19</u> chapter 1.49 -</p>	<p>Feelings and Hobbies: You Should Get Some Rest</p>	<p>Y as a vowel</p> <p>Syllables with y as a vowel</p>	<p>Statements with should</p> <p>Yes/no questions with should</p> <p>Statements with could</p> <p>Because clauses</p>		-		
<p><u>Week 20</u> chapter</p>	<p>Feelings and Hobbies:It Was Too</p>	<p>Hard and soft c and g</p>	<p>Comparatives and superlatives: <i>irregular</i></p>		-		

1.50	Easy	Compound words	<i>adjectives</i> <i>Too and not enough</i> <i>Statements with used to</i> <i>Yes/no questions with used to</i>				
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Career Readiness, Life Literacies & Key Skills

<i>Collaboration & Communication</i>	
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.
<i>Critical Thinking & Problem Solving</i>	
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.
<i>Information and Media Literacy</i>	
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.
<i>Technology Integration</i>	
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.

