

# ESL-LCD Level A- MP 4

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

## Unit Topics

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Introducing Prepositions

Stars and Meteors

Understanding Prefixes

What is the Atmosphere?

Long E Patterns

Using Conjunctions

Map Skills: Scale and Direction

Suffixes: -ness, -tion, -ation

## 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
	Exploring the Natural World	This unit builds on academic routines while exploring topics like outer space and maps. Students learn content-specific vocabulary (e.g., meteors, constellation, political map) while practicing grammar (prepositions, conjunctions, suffixes). Reading strategies like asking questions and understanding text features are reinforced. Oral language is developed through structured conversation routines, and writing is supported with vocabulary games and sentence-level activities.
	Learning through maps and geography	
	Building language through word study	
	Strengthening communication and expression	

## Essential Question/ Enduring Understanding/Guiding Questions

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Chapter 1.61	Chapter 1.62	Chapters 1.63	Chapters 1.64	Chapters 1.65
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<p><b>Essential Question:</b> How do prepositions help us describe where things are?</p> <p><b>Enduring Understanding:</b> Prepositions help us describe location and give clear instructions.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• Where is the object located?</li> <li>• What words tell us location?</li> </ul>	<p><b>Essential Question:</b> What can we learn about space from looking at the night sky?</p> <p><b>Enduring Understanding:</b> Informational texts can teach us about stars and meteors.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What are stars and meteors?</li> <li>• What does the text say?</li> </ul>	<p><b>Essential Question:</b> How do prefixes change word meanings?</p> <p><b>Enduring Understanding:</b> Prefixes like un- and dis- help us understand new words.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What does “disappear” mean?</li> <li>• What does the prefix tell us?</li> </ul>	<p><b>Essential Question:</b> What is the atmosphere and why is it important?</p> <p><b>Enduring Understanding:</b> The atmosphere protects Earth and affects life.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the atmosphere made of?</li> <li>• What happens in it?</li> </ul>	<p><b>Essential Question:</b> How can spelling patterns help us read and write words?</p> <p><b>Enduring Understanding:</b> Recognizing spelling patterns improves reading fluency.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What sound does “e” make?</li> <li>• Can you think of other examples?</li> </ul>

Chapters 1.66	Chapters 1.67	Chapters 1.68	Chapter - 1.69	Chapter 1.70
<p><b>Essential Question:</b> How can conjunctions connect ideas?</p> <p><b>Enduring Understanding:</b> Conjunctions link thoughts and improve sentences.</p>	<p><b>Essential Question:</b> How do we use maps to find locations?</p> <p><b>Enduring Understanding:</b> Maps use symbols to show location, distance, and direction.</p>	<p><b>Essential Question:</b> What are different types of maps used for?</p> <p><b>Enduring Understanding:</b> Physical and political maps show different</p>	<p><b>Essential Question:</b> How do we describe places on a map?</p> <p><b>Enduring Understanding:</b> We use scale, direction, and symbols to describe</p>	<p><b>Essential Question:</b> How do suffixes change the meaning of a word?</p> <p><b>Enduring Understanding:</b> Suffixes like -</p>

<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What does “and” connect?</li> <li>• What is the difference between “but” and “so”?</li> </ul>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What is a compass rose?</li> <li>• How do we use it?</li> </ul>	information.  <b>Guiding Question:</b> <ul style="list-style-type: none"> <li>• What do physical maps show?</li> <li>• What about political maps?</li> </ul>	places.  <b>Guiding Question:</b> <ul style="list-style-type: none"> <li>• What does scale tell us?</li> <li>• What direction is north?</li> </ul>	ness and -tion form new words and ideas.  <b>Guiding Question:</b> <ul style="list-style-type: none"> <li>• What does “sadness” mean?</li> <li>• What does the suffix add?</li> </ul>
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## Lesson Vocabulary

Focus on transitioning into iLitELL						
(1.61)	(1.62)	(1.63)	(1.64)	(1.65)	(1.66)	(1.67)
president, independence, prepositions	stars, meteors	constellation, un-, dis-	atmosphere	Word Slam, long vowel e	stars, meteors, atmosphere, constellation	location, distance, compass rose

(1.68)	(1.69)	(1.70)
political map, physical map	scale, direction	words with suffixes: -ness, -tion, -ation

## Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> <li>-Identify and use prepositions to describe spatial relationships (e.g., on, under, next to)</li> <li>-Recognize basic facts about stars and meteors; differentiate between celestial objects</li> <li>-Identify prefixes (un-, dis-) and determine how they change word meaning</li> <li>-Learn about layers and function of Earth's atmosphere</li> <li>-Recognize and spell long vowel "e" words; identify spelling patterns (e.g., ee, ea)</li> </ul>	<ul style="list-style-type: none"> <li>- Build academic vocabulary</li> <li>-Use picture to word associations</li> <li>- reinforce sentence writing with new grammar points: possessives, "used to", comparison structures</li> <li>-Use sentence frames previously introduced: (e.g., "This is a ____.", "I see a ____.") and extend to "This is more ____ than ____."</li> <li>-Introduces strategies like <i>making and checking predictions, retelling academic texts, and cause and effect.</i></li> </ul>

<ul style="list-style-type: none"> <li>-Use conjunctions (and, but, so) to join ideas in simple and compound sentences</li> <li>-Interpret compass rose and use cardinal directions to describe location</li> <li>-Compare features of physical and political maps; identify symbols</li> <li>-Use a map scale to estimate distances; apply map reading skills</li> <li>-Recognize suffixes that form nouns and understand word formation</li> <li>-Construct and decode words with suffixes to express abstract ideas</li> <li>-Combine short sentences and express cause/effect relationships</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> <li>-Responding to prompts with academic vocabulary (e.g., “An ecosystem has...”)</li> <li>-Writing about cause and effect (e.g., “The colonies became states because...”)</li> <li>-Comparing and describing (e.g., “The president is more powerful than the mayor.”)</li> <li>-Apply structured routines to content-based conversation (e.g., “What do you think will happen?” or “What is a decomposer?”)</li> <li>-Use frames from earlier lessons (“I think __ because __”) now with academic content.</li> </ul>
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## Scope and Sequence

<b>Lesson</b>	<b>Instruction</b>	<b>Guided Practice</b>	<b>Work Time</b>	<b>Cross-Curricular Connections</b>	<b>WIDA Standards- KLUs</b>	<b>Small Group</b>	<b>RESOURCES</b>
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chapter 1.61 -	<b>Introducing Prepositions</b>	Whole Group: Grammar, Prepositions of Place	Work Time: Reteach Prepositions of Place	<p><b>ELA:</b></p> <p><b>NJSLSA.L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>NJSLSA.L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <i>(Reinforced when comparing prepositions and their context of use.)</i></p> <p><b>NJSLSA.SL1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>NJSLSA.SL6:</b> Adapt speech to a variety of contexts and communicative tasks,</p>	<p><u>Standard 2:</u> <u>Language for Language Arts</u></p> <p>Key Language Use: <b>Explain</b></p> <p>Language Expectations: <b>Identify how elements of language convey meaning</b> (e.g., spatial relationships through prepositions)</p> <p><b>Express ideas to clarify or support a concept</b> using everyday and some academic vocabulary</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>
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				<p>demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLA strands:</p> <p><b>L.9-10.1a:</b> Use parallel structure</p> <p><b>L.9-10.1b:</b> Use various types of phrases and clauses (noun, verb, prepositional, participial, etc.)</p> <p><b>L.11-12.1a:</b> Apply the understanding of syntax to enhance clarity and interest in writing or speaking</p> <p><b>L.11-12.1b:</b> Resolve issues of complex or contested usage through critical analysis</p>			
chapter 1.62	<b>Stars and Meteors</b>	Classroom Conversation: ThinkPair-Share	Work Time: Read Aloud Text	<p>NJSLS (Science):</p> <p><b>HS-ESS1-4:</b> Use mathematical or computational representations to predict the motion of orbiting objects.</p> <p><b>RST.9-10.2:</b></p>	<p><u>Standard 1: Language for Social and Instructional Purposes</u></p> <p><u>Standard</u></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>Bilingual</p>



				<p>Determine the central ideas of a scientific text.</p> <p>ELA Connection:</p> <p><b>NJSLSA.RI4:</b> Determine the meaning of words and phrases in a scientific context.</p>	<p><u>4:</u> <u>Language for</u> <u>Science</u></p> <p>Key Language Use: <b>Inform</b></p> <p>Language Expectations: <b>ELD.SC.9 – 12.Inform .I –</b> Identify celestial objects and describe them using labels and sentence frames (e.g., “This is a meteor.”)</p>	<p>Word 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>
1.63	<b>Understanding Prefixes</b>	Whole Group: Prefixes un- and dis-	Work Time: Reteach Physical Science Vocabulary	<p>NJSLS (ELA – Language):</p> <p><b>L.9-10.4b:</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p><b>L.9-10.6:</b> Acquire and use academic vocabulary.</p>	<p><u>Standard 1:</u> <u>Language for Social and Instructional Purposes</u></p> <p><u>Standard 2:</u> <u>Language for</u></p>	<p>Time to Read</p> <p>Vocabulary Development</p> <p>Word Reading</p>	<p>iLit-Newcomer Reader Series</p> <p>Calculators</p> <p>Decodable texts</p> <p>Phonics Readers</p> <p>Bilingual Glossaries</p>

					<u>Language Arts</u>  Key Language Use: <b>Inform</b>  Language Expectation: <b>ELD.LA.9 – 12.Inform.I</b> – Match words with prefixes (un-, dis-) to meanings. Use frames like: “Unhappy means not happy.”	Word Slam	Google Doc/Sheet/Slide  Notebooks  Smartboard, document camera, paper, folders, pens  Chart Paper
1.64	<b>What is the Atmosphere?</b>	Classroom Conversation: Quick Draw	Work Time: Reteach Prefixes un-, dis	NJSLS (Science):  <b>HS-ESS2-5:</b> Plan and conduct an investigation of the properties of the atmosphere.  <b>RST.9-10.4:</b> Determine the meaning of scientific terms in a text.	<u>Standard 1: Language for Social and Instructional Purposes</u>  <u>Standard 4: Language for Science</u>	Time to Read  Vocabulary Development  Word Reading  Word	iLit-Newcomer Reader Series  Decodable texts  Phonics Readers  Bilingual Glossaries  Google Doc/Sheet/Slide

				<p>ELA Support:</p> <p><b>NJSLSA.RI2:</b> Determine central ideas in an informational science text.</p>	<p>Key Language Use:</p> <p>Language Expectation: <b><i>ELD.SC.9 – 12.Explain.I – Use simple explanations to describe atmospheric layers.</i></b> <i>Frame: “The ____ protects us from ____.”</i></p>	Slam	<p>Notebooks</p> <p>Smartboard, document camera, paper, folders, pens</p> <p>Chart Paper</p>
1.65	<b>Word Slam: Long E Patterns</b>	Whole Group: Spelling Words with Long Vowel e	Work Time: Reteach Spelling Words with Long Vowel e	<p>NJSLS (ELA – Foundational Skills / Language):</p> <p><b>RF.9-10.3:</b> Know and apply grade-level phonics and word analysis skills.</p> <p><b>L.9-10.2:</b> Spell correctly; apply knowledge of vowel patterns.</p>	<p><u>Standard 1: Language for Social and Instructional Purposes</u></p> <p><u>Standard 2: Language for Language Arts</u></p> <p>Key Language Use: <b><i>Inform</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,</p>

					Language Expectation: <b>ELD.LA.9 – 12.Inform.1</b> – Identify and pronounce words with long “e” sounds through structured games.		folders, pens  Chart Paper
1.66	<b>Using Conjunctions</b>	Whole Group: Coordinating Conjunctions	Work Time: Reteaching Coordinating Conjunctions	<p>NJSLS (ELA – Language &amp; Writing):</p> <p><b>L.9-10.1b:</b> Use various types of phrases and clauses.</p> <p><b>W.9-10.2:</b> Write informative/explanatory texts using linking words and phrases.</p>	<p><u>Standard 1: Language for Social and Instructional Purposes</u></p> <p><u>Standard 2: Language for Language Arts</u></p> <p>Key Language Use: <b><i>Explain</i></b></p> <p>Language Expectation:</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>ELD.LA.9</b> – <b>12.Explain.I</b> – Use simple conjunctions (“and,” “but,” “so”) to combine ideas. “I like apples <b>and</b> bananas.”</p>		
1.67 -	<b>Reading Maps: Compass Rose &amp; Directions</b>	Classroom Conversation: Partners	Work Time: Read Aloud Text	<p>NJSLS (Social Studies – Geography):</p> <p><b>6.1.12.GeoSV.1.a:</b> Use geographic tools and methods to analyze spatial relationships.</p> <p>ELA Connection:</p> <p><b>SL.9-10.4:</b> Present information clearly using appropriate content vocabulary.</p>	<p><u>Standard 1: Language for Social and Instructional Purposes</u></p> <p><u>Standard 5: Language for Social Studies</u></p> <p>Key Language Use: <b>Inform</b></p> <p>Language Expectation: <b>ELD.SS.9</b> – <b>12.Inform.I</b> – Label</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>

					map features and describe locations using cardinal directions. “The park is <b>north</b> of the school.”		
1.68 -	<b>Types of Maps: Physical vs. Political</b>	Whole Group: Describe an Object	Work Time: Reteach Vocabulary	<p>NJSLS (Social Studies – Geography):</p> <p><b>6.1.12.GeoHE.1.b</b> : Distinguish among types of maps to describe spatial patterns and distributions.</p> <p>ELA Connection:</p> <p><b>R.1.9-10.5:</b> Analyze how a text’s structure contributes to meaning.</p>	<p><u>Standard 1: Language for Social and Instructional Purposes</u></p> <p><u>Standard 5: Language for Social Studies</u></p> <p>Key Language Use: <b><i>Explain</i></b></p> <p>Language Expectation: <b>EELD.SS.9–12.Explain.I</b> – Compare map types and their features.</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>

					Use frames: “This is a physical map. It shows ____.”		
1.69 -	<b>Map Scale and Direction</b>	Classroom Conversation: Quick Write	Work Time: Describe an Object	<p>NJSLS (Math / Social Studies):</p> <p><b>G-MG.A.1:</b> Use geometric concepts to solve problems involving scale.</p> <p><b>6.1.12.GeoHE.1.c:</b> Use scale and distance to interpret geographic relationships.</p> <p>ELA Connection:</p> <p><b>R.I.9-10.3:</b> Analyze how individuals or ideas are introduced and developed in a text.</p>	<p><u>Standard 1: Language for Social and Instructional Purposes</u></p> <p><u>Standard 5: Language for Social Studies</u></p> <p><u>Standard 4: Language for Social Studies</u></p> <p>Key Language Use: <b><i>Explain</i></b></p> <p>Language Expectation: <b>ELD.SS.9 – 12.Explain.I</b> – Estimate distances</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>

					and use direction language. “It is _____ miles from _____ to _____.”		
1.70 -	<b>Suffixes: -ness, -tion, -ation</b>	Whole Group: Suffixes -ness, -tion, -ation	Work Time: Reteach Suffixes -ness, -tion, -ation	<p>NJSLS (Math / Social Studies):</p> <p><b>G-MG.A.1:</b> Use geometric concepts to solve problems involving scale.</p> <p><b>6.1.12.GeoHE.1.c:</b> Use scale and distance to interpret geographic relationships.</p> <p>ELA Connection:</p> <p><b>R.I.9-10.3:</b> Analyze how individuals or ideas are introduced and developed in a text.</p>	<p><u>Standard 1:</u> <u>Language for Social and Instructional Purposes</u></p> <p><u>Standard 2:</u> <u>Language for Language Arts</u></p> <p>Key Language Use: <b>Inform</b></p> <p>Language Expectation: <b>ELD.LA.9 – 12.Inform.I</b> – Recognize how suffixes</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>



					change word meaning. “Happiness is a <b>feeling.</b> ”		
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## 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.