ESL-6-8 LCD Level C- Unit 1

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

Unit Focus

Standards are integrated within each lesson to enable multilingual learners to work toward proficiency in English while learning content—developing the skills and confidence in listening, speaking, reading, and writing. The Unit will focus on basic to advanced-level vocabulary and content development around animals and non-fiction text features, informative/explanatory writing, and grammatical concepts.

WIDA Standards

ELD Standard 1: Language for Social and Instructional Purposes (ELD-SI)

ELD Standard 2: Language for Language Arts (ELD-LA)

ELD Standard 3: Language for Mathematics (ELD-MA)

ELD Standard 4: Language for Science (ELD-SC)

ELD Standard 5: Language for Social Studies (ELD-SS)

Lesson Summary

Jane Goodall - Students read a biography of Jane Goodall. They outline the main ideas of the sections and then use the outline to write summaries of the text. Students write whether they would enjoy a career in this field of science. Then, students contribute to partner conversations and study suffixes.

The World of Animals- Students read a text and take notes about the ways in which animals are classified. They write informative texts about their favorite animal groups. Then, students try to convince each other of their choices, and they practice using nouns and pronouns in sentences.

Animal Architects- Students read a text about animal homes. They summarize information about how animal homes are adapted to their environments and classify animal homes according to criteria. They write about imaginary animal homes and their environments. Then, students deliver oral presentations, and they practice using nominalizations.

Bizarre Animals - Students read a text about unusual animal adaptations, and will summarize and organize the information. They will write about how animals might need to adapt to live in different environments. Then, students will use academic or domain-specific words to discuss animals with partners, and practice using comparative adjectives.

No Walls- Students read a narrative text and identify the point of view. Students examine the differences between first-person and third-person points of view. They write narratives in thirdperson point of view. Then, students use evidence to support their opinions and practice using the simple past tense.

A Tale of Tails- Students read a poem about dogs and analyze its rhyme and meter. They use evidence from the poem to identify how the author feels about dogs. Then, students discuss how the rhyming words affect the reader, and they practice using the present progressive tense.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
-Content: Science- animals and research scientists - use vocabulary in sentences -use L1 and L2 to recall facts - identify and use text features -read information -research -identify main idea and details -write opinions and support with evidence - suffixes -nouns and pronouns -nominalizations -comparative adjectives -simple past and present progressive tense	- Strategies: Comprehension, questioning, summarizing - Classify information - Produce drawings, phrases, short sentences - Respond to oral directions - Follow two-step oral directions - Ask and answer short questions - Describe actions, people, places

Bi-Weekly Scope and Sequence

WEEKS	Standards	Content Area	Language Development	Reading	Writing	Listening/Speaking	Small Group	Assessment
1-2 SKILLS		**Science:** Examine a field of science and the people who study this field. **Language Arts:** main ideas and key details, writing opinions, and supporting them with evidence from the text.	- Build academic vocabulary. - Use suffixes to determine the meanings of words.	Identify the main ideas and key details of the text.	Write opinions and support them with evidence from the text.	Actively contribute to class and group discussions.		Students write a summary of the most important information of each part of the story. Correctly write and identify the main idea. Students write about whether they would enjoy a career in animal research and use details from the text to support their opinions. Students will respond to peer

								opinion pieces with modeled language. Correctly identify suffixes and meanings in a paired activity. Read with appropriate fluency
1-2 RESOURCES		TCM-Language Power 6-8C digital resources License Key Code: 32UC-NAD2-NCDZ Smartboard, document camera, paper, folders, pens.	bilingual glossaries Vocabulary Picture Cards	TCM - Language Power 6-8C- readers	-Google Doc -notebook	- YouTube (Audio clips) - EdPuzzle -Flipgrid		Unit 1 Assessment TCM Student pages 1-4 Fluency Rubric - found in TCM *Assessment Directions* *WIDA Rubrics for speaking and writing*
		Science: Identify the ways in	- Build academic	Organize infor	Write informative /explanator	Negotiate with or persuade	Group1: https://www.getepi	Demonstrate backgrou

3-4 SKILLS		which animals can be classified. **Language Arts:** Organize information from the text and write informative/explanatory texts.	vocabulary. -Use nouns and pronouns appropriately in sentences.	mation from the text.	y texts to examine a topic and convey ideas, concepts, and information.	others in conversations.	c.com/app/read/7891 https://www.getepic.com/app/read/7891	nd knowledge with a guided brainstorm and teacher-selected online resources on the classification of the animal kingdom Read and discuss in pairs. Demonstrate understanding through modeled language and scaffolded supports of sentence frames. Students will write about their favorite groups of animals using learned academic vocabulary.

								Class debate with modeled language through sentence frames. word classification 3-4 column chart for noun phrases, linking verbs, and embedded clauses. Read with appropriate fluency
3-4 RESOURCES		TCM-Language Power 6-8C digital resources License Key Code: 32UC-NAD2-NCDZ Smartboard, document camera,	bilingual glossaries Vocabulary Picture Cards	TCM - Language Power 6-8c-readers	Google Doc notebooks chart paper	-YouTube (Audio clips) -EdPuzzle Flipgrid		Unit 1 Assessment TCM Student pages 1-4 Fluency Rubric - found in TCM *Assessment Directions*

		paper, folders, pens.						WIDA Rubrics for speaking and writing
5-6 SKILLS		**Science:** Identify ways in which living things can be classified. **Language Arts:** Key ideas and details. Write informative /explanatory text.	- Build academic vocabulary. -Use nominalizations to write cohesive texts.	Identify and use graphic organizers to organize key details of the text.	Write informative /explanatory text to examine a topic and convey ideas, concepts, and information.	Plan and deliver oral presentations.		Assess and build background knowledge through a brainstorm activity of a list of animal homes. Provide scaffolded support with sentence frames. Build academic vocabulary with vocabulary picture cards and teacher-selected activity. Independent reading after group/modeled reading of first

								portion of the text. Summarize text with modeled language Describe how animal homes are adapted to their environment with modeled language. Creative writing piece of imaginary animals and their home Research one animal from the text and create an oral presentation. Identify

								the correct nominalization of various verbs from the text. Read with appropriate fluency
5-6 RESOURCES		TCM-Language Power 6-8C digital resources License Key Code: 32UC-NAD2-NCDZ Smartboard, document camera, paper, folders, pens.	bilingual glossaries Vocabulary Picture Cards	TCM - Language Power 6-8C- readers	Smartboard, document camera, paper, folders, pens.	- YouTube (Audio clips) - EdPuzzle -Flipgrid		Unit 1 Assessment TCM Student pages 1-4 Fluency Rubric - found in TCM *Assessment Directions* WIDA Rubrics for speaking and writing
7-8 SKILLS		**Science:** Examine biological adaptations that allow animals to better survive in their environments.	Use comparative adjectives in a simple sentence pattern.	Summarize and paraphrase important details in the text.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informatio	Use general academic and domain-specific words to create precision while speaking.		Assess and build background knowledge through a brainstorm activity of a list

		Language Arts: Summarize and paraphrase. Write informative /explanatory texts			n			of bizarre animals. Provide scaffolded support with sentence frames. Build academic vocabulary with vocabulary picture cards and teacher-selected activity. Guided practice before, during, and after reading of how to summarize what was read. Students will write about hypothetical situation where animals are relocated to a different environment and

								how they will have to adapt Play a matching game with animal attributes and animals. Complete a three-column chart with linking verbs, comparative adjectives, and comparative adjective phrases Read with appropriate fluency
7-8 RESOURCES		TCM-Language Power 6-8C digital resources License Key Code: 32UC-NAD2-	bilingual glossaries Vocabulary Picture Cards	TCM - Language Power 6-8C- readers	Smartboard, document camera, paper, folders, pens.	- YouTube (Audio clips) - EdPuzzle -Flipgrid		Unit 1 Assessment TCM Student pages 1-4 Fluency Rubric - found in

		NCDZ Smartboard, document camera, paper, folders, pens.						TCM *Assessment Directions* WIDA Rubrics for speaking and writing
9-10 SKILLS		**Language Arts:** first-person and third-person points of view.	Use the simple past tense. multiple meaning words	Aalyze the point of view in the text and how it affects the characters or story.	Write narratives to develop real or imagined experiences or events.	Use evidence from a video to justify their opinions or persuade others.		Assess and build background knowledge through a brainstorm activity of tricky words. Provide scaffolded support with sentence frames. Build academic vocabulary with vocabulary picture cards and teacher-selected activity. Guided practice before, during, and after

								reading of how to identify the different types of point of view. Identify pronouns as students read and make connections to point of view Write an essay about times they did something new from a third-person point of view View and discuss a video on whales (suggested : tcmpub.digital/lp/6-8/whales) conduct further research

								on whales if needed to identify arguments that are for and against the captivity of whales with provided scaffolded support of sentence starters that can be used to identify either argument. Simple past tense practice Read with appropriate fluency
9-10 RESOURCES		TCM-Language Power 6-8C digital resources License Key Code: 32UC-	bilingual glossaries Vocabulary Picture Cards	TCM - Language Power 6-8C- readers	Smartboard, document camera, paper, folders, pens.	- YouTube (Audio clips) - EdPuzzle -Flipgrid		Unit 1 Assessment TCM Student pages 1-4 Fluency

		NAD2-NCDZ Smartboard, document camera, paper, folders, pens.						Rubric - found in TCM *Assessment Directions* WIDA Rubrics for speaking and writing
11-12 SKILLS		**Language Arts:** Analyze the rhym and meter of a poem	Present progressive tense	Analyze the words and structure of a poem.	Draw evidence from the text to support analysis.	Discuss the effect that rhyming has on a poem.		Build academic vocabulary and background knowledge with vocabulary picture cards and an activity on using words within context. Guided practice before, during, and after reading of how to identify the rhythm and meter of a poem. complete

								an essay on the author's opinion on dogs Correctly read a poem with and without rhythm and meter Identify if rhyming is necessary Present progressive tense of verbs practice Create a poem with all the learned elements from lesson Read with appropriate fluency
11-12		TCM-	bilingual	TCM	Smartboard	- YouTube		Unit 1

RESOURCES		Language Power 6-8C digital resources License Key Code: 32UC-NAD2-NCDZ Smartboard, document camera, paper, folders, pens.	glossaries Vocabulary Picture Cards	- Language Power 6-8C- readers	, document camera, paper, folders, pens.	(Audio clips) - EdPuzzle -Flipgrid		Assessment TCM Student pages 1-4 Fluency Rubric - found in TCM *Assessment Directions* WIDA Rubrics for speaking and writing

Career Readiness, Life Literacies & Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.