

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 |
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| <ul style="list-style-type: none"> -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 | <ul style="list-style-type: none"> - 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

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

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| | | | | | | | | pieces with modeled language. Correctly identify suffixes and meanings in a paired activity. Read with appropriate fluency |
| 1-2 RESOURCES | | <p>TCM- Language Power 6-8C digital resources</p> <p>License Key Code: 32UC-NAD2-NCDZ</p> <p>Smartboard, document camera, paper, folders, pens.</p> | <p>bilingual glossaries</p> <p>Vocabulary Picture Cards</p> | <p>TCM - Language Power 6-8C- readers</p> | <p>-Google Doc</p> <p>-notebook</p> | <p>- YouTube (Audio clips)</p> <p>- EdPuzzle</p> <p>-Flipgrid</p> | | <p>Unit 1 Assessment</p> <p>TCM Student pages 1-4</p> <p>Fluency Rubric - found in TCM <i>Assessment Directions</i></p> <p><i>WIDA Rubrics for speaking and writing</i></p> |
| 3-4 | | <p>Science: Identify the ways in which animals can</p> | <p>- Build academic vocabulary</p> | <p>Organize information</p> | <p>Write informative/explanatory texts to examine a</p> | <p>Negotiate with or persuade others in conversation</p> | <p>Group1: https://www.getepic.com/app/read/7891</p> | <p>Demonstrate background knowledge</p> |

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| <p>SKILLS</p> | | <p>be classified.</p> <p>Language Arts: Organize information from the text and write informative/explanatory texts.</p> | <p>ary.</p> <p>-Use nouns and pronouns appropriately in sentences.</p> | <p>from the text.</p> | <p>topic and convey ideas, concepts, and information .</p> | <p>ns.</p> | <p>https://www.getepic.com/app/read/7891</p> | <p>e with a guided brainstorm and teacher-selected online resources on the classification of the animal kingdom</p> <p>Read and discuss in pairs. Demonstrate understanding through modeled language and scaffolded supports of sentence frames.</p> <p>Students will write about their favorite groups of animals using learned academic vocabulary.</p> <p>Class</p> |
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| | | | | | | | <p>debate with modeled language through sentence frames.</p> <p>word classification 3-4 column chart for noun phrases, linking verbs, and embedded clauses.</p> <p>Read with appropriate fluency</p> |
| 3-4 RESOURCES | <p>TCM-Language Power 6-8C digital resources</p> <p>License Key Code: 32UC-NAD2-NCDZ</p> <p>Smartboard, document camera, paper, folders, pens.</p> | <p>bilingual glossaries</p> <p>Vocabulary Picture Cards</p> | <p>TCM - Language Power 6-8c-readers</p> | <p>Google Doc notebooks</p> <p>chart paper</p> | <p>-YouTube (Audio clips)</p> <p>-EdPuzzle</p> <p>Flipgrid</p> | | <p>Unit 1 Assessment</p> <p>TCM Student pages 1-4</p> <p>Fluency Rubric - found in TCM <i>Assessment Directions</i></p> <p>WIDA Rubrics for speaking</p> |

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| | | | | | | | | and writing |
| 5-6 SKILLS | | <p>Science: Identify ways in which living things can be classified.</p> <p>Language Arts: Key ideas and details. Write informative/explanatory text.</p> | <p>- Build academic vocabulary.</p> <p>-Use nominalizations to write cohesive texts.</p> | 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. | | <p>Assess and build background knowledge through a brainstorming activity of a list of animal homes. Provide scaffolded support with sentence frames.</p> <p>Build academic vocabulary with vocabulary picture cards and teacher-selected activity.</p> <p>Independent reading after group/modeled reading of first portion of the text.</p> |

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| | | | | | | | | <p>Summarize text with modeled language</p> <p>Describe how animal homes are adapted to their environment with modeled language.</p> <p>Creative writing piece of imaginary animals and their home</p> <p>Research one animal from the text and create an oral presentation.</p> <p>Identify the correct nominalization of</p> |
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| | | | | | | | various verbs from the text. |
| | | | | | | | Read with appropriate fluency |
| 5-6 RESOURCES | | <p>TCM-Language Power 6-8C digital resources</p> <p>License Key Code: 32UC-NAD2-NCDZ</p> <p>Smartboard, document camera, paper, folders, pens.</p> | <p>bilingual glossaries</p> <p>Vocabulary Picture Cards</p> | <p>TCM - Language Power 6-8C-readers</p> | <p>Smartboard, document camera, paper, folders, pens.</p> | <p>- YouTube (Audio clips)</p> <p>- EdPuzzle</p> <p>- Flipgrid</p> | <p>Unit 1 Assessment</p> <p>TCM Student pages 1-4</p> <p>Fluency Rubric - found in TCM <i>Assessment Directions</i></p> <p>WIDA Rubrics for speaking and writing</p> |
| 7-8 SKILLS | | <p>Science: Examine biological adaptations that allow animals to better survive in their environments.</p> <p>Language Arts: Summarize</p> | <p>Use comparative adjectives in a simple sentence pattern.</p> | <p>Summarize and paraphrase important details in the text.</p> | <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information</p> | <p>Use general academic and domain-specific words to create precision while speaking.</p> | <p>Assess and build background knowledge through a brainstorm activity of a list of bizarre animals. Provide scaffolded support</p> |

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| | | and paraphrase. Write informative /explanator y texts | | | | | | with sentence frames. Build academic vocabular y with vocabular y picture cards and teacher- selected activity. Guided practice before, during, and after reading of how to summariz e what was read. Students will write about hypotheti cal situation where animals are relocated to a different environm ent and how they will have to adapt |
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| | | | | | | | <p>Play a matching game with animal attributes and animals.</p> <p>Complete a three-column chart with linking verbs, comparative adjectives, and comparative adjective phrases</p> <p>Read with appropriate fluency</p> |
| <p>7-8 RESOURCES</p> | <p>TCM-Language Power 6-8C digital resources</p> <p>License Key Code: 32UC-NAD2-NCDZ</p> <p>Smartboard, document</p> | <p>bilingual glossaries</p> <p>Vocabulary Picture Cards</p> | <p>TCM - Language Power 6-8C- readers</p> | <p>Smartboard, document camera, paper, folders, pens.</p> | <p>- YouTube (Audio clips)</p> <p>- EdPuzzle</p> <p>- Flipgrid</p> | | <p>Unit 1 Assessment</p> <p>TCM Student pages 1-4</p> <p>Fluency Rubric - found in TCM <i>Assessment Direction</i></p> |

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| | | camera, paper, folders, pens. | | | | | | s 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 | Analyze 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 |

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| | | | | | | | <p>different types of point of view.</p> <p>Identify pronouns as students read and make connections to point of view</p> <p>Write an essay about times they did something new from a third-person point of view</p> <p>View and discuss a video on whales (suggested : tcmpublic.com/digital/lp/6-8/whales) conduct further research on whales if needed to identify</p> |
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| | | | | | | | 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-NAD2-NCDZ Smartboard | 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 <i>Assessment Direction</i> |

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| | | , document camera, paper, folders, pens. | | | | | | s 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 |

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| | | | | | | | | <p>Correctly read a poem with and without rhythm and meter</p> <p>Identify if rhyming is necessary</p> <p>Present progressive tense of verbs practice</p> <p>Create a poem with all the learned elements from lesson</p> <p>Read with appropriate fluency</p> |
| 11-12 RESOURCES | | <p>TCM-Language Power 6-8C digital resources</p> <p>License Key Code: 32UC-</p> | <p>bilingual glossaries</p> <p>Vocabulary Picture Cards</p> | <p>TCM - Language Power 6-8C-readers</p> | <p>Smartboard, document camera, paper, folders, pens.</p> | <p>- YouTube (Audio clips)</p> <p>- EdPuzzle</p> <p>- Flipgrid</p> | | <p>Unit 1 Assessment</p> <p>TCM Student pages 1-4</p> <p>Fluency</p> |

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| | | NAD2- NCDZ | | | | | | Rubric - found in TCM <i>Assessment Directions</i> WIDA Rubrics for speaking and writing |
| | | Smartboard , document camera, paper, folders, pens. | | | | | | |

Career Readiness, Life Literacies & Key Skills

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| 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. |